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ABSTRACT

In addition to a 20-page program narrative, this report provides materials from a bilingual vocational dental assistant training project (1979-80). These program accomplishments are discussed: curriculum, English as a Second Language (ESL), student performance, in-service training, and languages and cultures represented. Major activities and events are also enumerated. Program problems considered include English comprehension and communication, study habits, and enrollment decline. Other topics covered are publicity, dissemination, and progress on data collection and evaluation. The employment service and student projects are also described. Appendixes include teacher evaluations of student bilingual oral hygiene presentations, list of students and languages and cultures, copies of articles publicizing the program, and program brochure. Three exemplary copies of one student project, the Plaque Control Notebook, are provided in both English and Spanish, Japanese, and Chinese. An attached 35-page section contains additional program narrative, providing information on the program status in 1980-81. It considers need, institutional criteria for the program, goals and objectives, plan of operation, ESL, goal achievement, evaluation, and personnel. (YLB)

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ED211853

Program Performance Report

Final

Bilingual Vocational Dental Assistant Training

FREDRIC WEISSMAN, D.M.D.
PROJECT DIRECTOR

UNIVERSITY EXTENSION
UNIVERSITY OF CALIFORNIA
LOS ANGELES, CALIFORNIA

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PROGRAM PERFORMANCE REPORT (FINAL)

1. PROJECT NO. 558AH90023
2. GRANT NO. G007900588
3. PROJECT TITLE: BILINGUAL VOCATIONAL DENTAL ASSISTANT TRAINING
4. GRANTEE ORGANIZATION: UNIVERSITY EXTENSION
   UNIVERSITY OF CALIFORNIA
   LOS ANGELES, CALIFORNIA 90024
5. PROJECT DIRECTOR: FREDRIC WEISSMAN, D.M.D.
6. PERIOD COVERED: 8/15/79 TO 8/14/80
7. ACCOMPLISHMENTS DURING THIS PERIOD

A. Curriculum

The completion of this year's program constitutes the fulfillment of all the goals and objectives as delineated in the Program Proposal. The curriculum was designed and presented in accord with the guidelines of the American Dental Association, Commission on Dental Accreditation. Furthermore, the curriculum meets the requirements of the California State Board of Dental Examiners regarding Expanded Duties for the Registered Dental Assistant.

The curriculum presented included the following:

English as a Second Language
Language Skills
Interpersonal Skills
Orientation to Dentistry
Pre-Operative Procedures
Operative Procedures
Biodental Science
Dental Materials
Pre-Clinic
Clinic (UCLA Dental Clinic)
Radiology
Expanded Duties
Practice Management
In-Service Training
Specialty Training

B. English as a Second Language

ESL instruction continues to be an integral and invaluable component of the Program. This instruction, offered in cooperation with the UCLA American Language Center, included an intensive three-week pre-Program consisting of seventy five hours of ESL-vocational English instruction. In addition, the ESL component was presented throughout the Program during each module of instruction, in order to assist the varying needs of all students in fundamental communication and vocational English skills.

Moreover, the ESL Instructor further developed her curriculum by periodic attendance at dental lectures and frequent conferences with the dental assisting instructors. In this manner, she was able to anticipate the language needs of the student body days and weeks prior to the actual lecture which had the potential for linguistic obstruction and confusion. Furthermore, the ESL Instructor acted as a buffer in the five hours (plus additional time upon request) of supplemental tutorial sessions each week, checking student notes to correct spelling and organization and, more importantly, to assure understanding. Spotting troublesome areas, she often simplied and interpreted dental language for the students. This resulted in self-confidence and security for the students, eventually weaning them from their dependence upon the ESL Instructor.

In addition, review sessions in the substantive areas of dental assisting were held in order to help prepare the students for the Certification examination given by the American Dental Assistants Association. These were held at the very end of the third module and were conducted by the entire staff, in groups and individually.

C. Student Performance

Our students continue to receive outstanding practical performance ratings in the clinical and private office setting, as well as in their bilingual presentations in community nursery and elementary schools. (Appendix A)

Several students were again selected to assist in the Mock Boards as well as the actual Boards, which are the practical administration of the examinations given by the State Board of Dental Examiners. To qualify, students must be competent and have the ability to anticipate the needs of the dentist (who is under a great deal of pressure) so that procedures can be performed without/or with a minimum of instruction, thereby providing the dental applicant with the opportunity to concentrate on his/her technical performance, which is much the way it occurs in actual practice. (Appendix B)

It is interesting to note that student academic achievement was higher than the preceding two years, with a final grade point average of 2.74 (a final module average of 2.92, itself an all-time high). These students were bright, eager to learn, and appreciative of the opportunities being provided to them. See, for example, the letter sent to the faculty by a program graduate a month after graduation (Appendix C). It is very typical of the nature, development and progress of our student body as a whole.

The general level of performance of our student trainees is quite praiseworthy. Our bilingual students add a valuable dimension to the clinical setting when they are called upon to assist with non-English or limited-English speaking patients. Clearly, we have been able to fulfill one of the major goals of the Program: we have succeeded in providing qualified, trained paraprofessional personnel offering increased services and communication to a group of patients who are specially handicapped: they are unable to communicate in and/or understand English.

D. In-Service Training

Students received practical experiential training in two principal settings: The UCLA School of Dentistry Clinic and private dental offices throughout greater Los Angeles. The Dental School Clinic provides the students with an ideal opportunity to work with patients from many and diverse geographical locations throughout the area. Moreover, these patients, like the students, represent many national origins, languages, ages, and economic backgrounds. The dental problems presented here are varied and at times unusual, thus providing a particularly beneficial and practicable learning situation for the students. This in turn prepares them for all kinds of experiences which may confront them in actual practice.

In the private office setting, student trainees are called upon to perform many different aspects of their paradental training. They serve as receptionist, chairside assistant, interpreter, x-ray technician, lab assistant, and coordinating assistant. This latter function requires the student to sterilize instruments, take inventories and seat patients, amongst other things. These private practices provide students with the opportunity to perform in the very kind of setting in which most are likely to be involved upon completion of their training.

E. Languages and Cultures Represented

This year we had one of the broadest linguistic and cultural representations that the Program has ever seen. Of the original fifty students accepted by the Program, there were eight major languages spoken and seventeen different foreign countries of origin. Needless to say, this was a real challenge to the ESL Instructor. For a breakdown of the languages and countries, see Appendix D.

8. MAJOR ACTIVITIES AND EVENTS

A. Technical Advisors

On November 15 and 16, 1979, the Program received a visit from Mr. Lynn Douglas of Southwest Texas State University and Ms. Mary Galvan, Project Director of Resource Develoment Institute (Austin, Texas). The purpose of their visit was to observe and advise. See Appendix E for a detailed schedule of their visit and recommendations made subsequent thereto. Most of their suggestions have already been implemented; others are in the process of being developed. The Program benefited immensely from the knowledge and expertise of these two experienced educators. Their contributions toward the general improvement of curriculum and instructional technique, in the bilingual and vocational aspects of the Program, have left a permanent and favorable impression upon Program staff and faculty.

B. Resource Development Institute

The Resource Development Institute, under its contract with the then Office of Education, DHEW, developed a Bilingual Vocational Oral Proficiency Test, which can be used as a screening device during the recruitment and interview phases of the Program. The Test, however, did not reach us in time to be employed for our new Program. We had earlier participated in the field testing of this useful mechanism. Under the circumstances, we were nevertheless able to assist RDI by participating in the administration of the Test to 12 current and former students. Two of our faculty were trained to assist in the administration.

C. InterAmerica Research Associates

InterAmerica, of Arlington, Virginia, gave us two site visits, pursuant to its U.S. Office of Education grant, entitled "Strategies for Assessing Bilingual Vocational Training Programs." The purpose of their visitations (and their grant) was to determine program elements and strategies which have contributed to success in achieving program goals. During their visits they held interviews with faculty and staff, trainees, the advisory committee, employers, former students, counselors, and members of the community. They also reviewed Program curriculum and instructional materials, Program files, and observed students in lecture, laboratory and clinic settings. The results of their project have not as yet been made available to us.

D. Radiation Safety Examination

All students took and passed the Radiation Safety Examination given by the State, a requirement in order to be certified to take dental x-rays in California. This was also a prerequisite to our students being granted permission to take dental x-rays in the UCLA Dental Clinic, where they gain the majority of their dental assisting practical experience. This is of particular importance since the Dental Clinic uses a panoramic x-ray machine (Panorex), not available at our own facility.

E. Cardiopulmonary Resuscitation (CPR)

Since a dental assistant will be part of a professional team, it is vital that he/she be able to respond to medical emergencies which might arise in an office or clinic. In response to this concern, student trainees partook in special instruction given by the Emergency Medical Technicians of the Southern California College of Medical and Dental Assistants. All students passed both the written and practical examinations, and were subsequently certified (receiving either a Heartsaver's Card or a Basic Life Support Card).

F. Community Service

An important aspect of the training program is the creation of an awareness of community service and education. The students organized and presented "Brush-Ins" to fifteen different groups, a total of 628 young people at different schools in the area. The purpose of these brush-ins is to educate people in the methods and importance of proper oral hygiene. In each presentation the students employed kits consisting of cups, Q-tips, tooth brushes, dental floss, materials in English and Spanish for the recipients, displaque solution, posters, six giant tooth brushes and six large typodonts used as visual aids.

The student trainees thoroughly enjoy this activity as it gives them a chance to share their newly gained knowledge and in turn promote improved oral health. The presentations were made by groups of two and three students in schools and community centers and were presented in the appropriate language. Indicative of their interest and initiative, the students designed and wore costumes and wrote and performed their own scripts. There was a very positive response from the community. (Appendix B)

G. Three-Week Program Extension

The Program this year was extended by three weeks in order to respond to certain concerns expressed by the Accreditation Commission of the American Dental Association, as well as the California State Board of Dental Examiners. It was felt that more time was needed in two basic areas: dental specialties and expanded functions. The additional three weeks has allowed us to meet the needs in both of these areas. During the extension our students are placed in dental offices practicing a particular specialty for three days out of five. During the remaining two, the students obtain further exposure and training in lecture and laboratory in expanded duties of the dental assistant. It is interesting to note that at the close of the former Program, three of the dental specialists employed their student trainees after graduation (a not uncommon incident of this Program).

H. Halloween and Christmas

These seasonal events provide an excellent opportunity for our students to break the ice and get to know one another much better. Many students who are relatively new to the United States are unfamiliar with these customs and traditions, and parties held during October and December provide them with a chance to communicate and better understand not only the American heritage but to share in each other's national holidays and other traditions. Barriers were broken, shyness was set aside, and friedships were initiated.

I. Student Trips/Tours

The students traveled to Loma Linda University Medical Center in order to tour their Embryology Museum.

Students gain, in conjunction with their biodental science studies, a deeper and more graphic understanding of human biology as a consequence of this trip.

Prior to student assignment to the UCLA Dental Clinic they all were given a tour of the UCLA Medical Center (of which the Dental Clinic is a part), which included the Anatomy Display, the Biomedical Library, the School of Dentistry, its Clinic and laboratories.

Students attended the day-long Annual Scientific Session of the California Dental Association in Anaheim, California. They attended lectures and meetings presented by numerous professional and business representatives. Each student wrote a review of a lecture or clinical exhibit.

J. Graduation

This year we graduated 33 students. Many had become oriented to a society that just about a year before had been completely foreign and confusing to them. They had gained a sense of self-worth and self-sufficiency that for many had been lacking in their lives prior to entry in our Program. A prime example of this is expressed in the Valedictorian Speech, this year given by a very happy and grateful Vietnamese refugee. (See Appendix F). The Valedictorian this year expressed, in her own words, the very purpose and essence of the Program: providing the opporunity to build a new future, to expand and continue one's education, and to fulfill basic needs in both the social and economic spheres.

In the graduation ceremony, students received their class pins (engraved with the official seal of the University of California), Certificates of Completion indicating cosponsorship of the Program by University Extension and the School of Dentistry. Individual achievement awards were presented as well. See Appendix F for exemplars of graduation related activities.

9. PROBLEMS

A. English Comprehension and Communication

English language comprehension continues to be an inherent problem in the Program. It varies from very mild and moderate to serious for a very few students. Since so many language groups are represented in the Program, the common language for all is English, and thus instruction is in English, which is also the primary language in the Clinic and private offices to which the students are eventually assigned. In addition, two major certifying exams given post-graduation are administered both in English (although additional time has been allotted in one of them for students whose native language is other than English; and efforts have been made on our part to convince the other Board to allow extra time for such students).

In response to such problems we have attempted to restructure the Program in ways which direct themselves to the heart of the matter. Special attention has been given to the students' diverse backgrounds and varying abilities, and the result was a Language Skills class to accompany the ESL classes. Moreover, the Language Skills Instructor has ESL training and experience, so that in essence we have two ESL Instructors to accommodate the special needs of our student population. In addition, both of these instructors provide additional long and productive hours of tutorial sessions, individually and in groups, to further meet and solve the language problems of our diverse student body. Such individualized attention allows for increased sensitivity to the total situation with particular regard to potential language-oriented difficulties.

B. Study Habits

Very few students were really prepared to handle the amount and type of homework required for success in the Program. Some did not know how to set up a notebook or how to take class notes. Many did not know simple outline structure. Very few started with the necessary self-discipline for long study hours. However, with extensive individualized attention by the ESL and Language Skills Instructors, students caught on and caught up quickly.

C. Enrollment Decline, Generally and Specifically

In a memorandum last year from the California Dental Association to the Directors of California Dental Assisting Programs there was a discussion "concerning the apparent decline in enrollment in dental assisting programs, and the resulting shortage of qualified registered dental assistants... ." The memo was the result of the expressed concerns of dental assisting program representatives and practicing dentists who had contacted the Council on Dental Education of the California Dental Association. No clear solution ever came of the problem. Enrollments are still down. Demand, however, is still high. In the September/October issue of The Dental Assistant, statistics released by the U.S. Bureau of Labor Statistics revealed that 11,000 new dental assistant jobs will open up every year for the next ten years, which is in excess of the national average for health professions generally. In addition, the great potential for dental assistant contributions to the profession was succinctly recognized by Howard Hjelm, Director of the Division of Research and Demonstration in a memorandum directed to Daniel B. Dunham, dated April 23, 1980, and channeled to us by Dr. Doris Gunderson.

In the August 21, 1980, issue of the Los Angeles Times, in the Classified Section, there were 24 dental assistant positions listed, with 8 of them specifying that the dental assistant be bilingual. However, not one of them listed a salary. This may be the crux of the problem. Dental assistant salaries tend to be rather low. The fact that these salaries have not kept pace with the consumer price index is of particular concern in these inflationary times.

Some efforts, however, have been made recently by some local society members to correct for this deficiency. Many dentists, of course, are eager to obtain a competent Registered Dental Assistant and are willing to pay a very good salary. Clearly, administrators must reflect upon this when they consider their enrollments.

Moreover, there is a normal attrition rate in any training program. In view of the norm, about 30-40%, in most non-bilingual dental assisting programs, it is reassuring to note that our rate, 33%, is still within an acceptable range, despite the markedly greater potential for loss due to the added problems and pressures accompanying the "language barrier."

10. PUBLICITY ACTIVITIES

A. Newspapers

The Public Relations Department of University Extension released a news blurb (see Appendix G) describing our Program in general terms. In addition to the more than 100 major and community newspapers who received the release, we also submitted a few lists (in part duplicative) to Public Relations which we requested they use in their dissemination. The lists (Appendix G) include both newspapers and local broadcasters, both radio and TV.

It is an impossible task, however, to ascertain all of the specific information as to the number of articles appearing in newspapers, broadcast announcements, names of media publishing the information, dates, etc. This is due to the fact that the news releases are sent to so many potential publishers, and the University does not usually receive informative feedback regarding who decided to publish the release. See Appendix G for copies of the articles we were able to collect in this regard.

B. Other Publications/Announcements

(1) Continuing Education in Dentistry Brochure, UCLA Extension, contained an announcement in its Spring and Summer editions regarding the availability for employment of our bilingual dental assistants. (Appendix G) The brochure has an audience of 25,000.

(2) UCLA Extension Courier, May 1980 edition, contained a mini-biography of one of the student trainees from Cuba and an abbreviated description of the Program. (Appendix G)

(3) On May 6, 1980, there was a Report on Channel 4, NBC, regarding bilingual education programs in general. It was very critical and negatively slanted. The Program Director, having viewed the NBC Report, contacted the UCLA Extension Public Relations Department in this regard and arranged for them to contact NBC in response to the Report, to inform them about the Bilingual Vocational Training Program here at UCLA, which stands out in clear contrast to the unsuccessful programs reviewed by NBC.

C. Program Inquiries

Responses (brochures, abstracts, individualized correspondence) were sent to the following inquirers:

(1) Dental Assisting Program, School of Dentistry, University of Puerto Rico;
(2) Department of Vocational-Technical Education, Graduate School of Education, Rutgers University;
(3) Bilingual Vocational Education Project, University of Wisconsin-Stout;
(4) Bilingual Vocational Project, Department of Curriculum and Instruction, Illinois State University;
(5) EOPS/Financial Aid Director, Mendocino College, Ukiah, California;
(6) Bilingual/ESL Workshop, The South Texas Adult Education Center, Texas A & I University;
(7) Division of Science, Technical and Vocational Education, UNITED NATIONS Educational, Scientific, and Cultural Organization, Paris, France;
(8) National Center for Research in Vocational Education, Ohio State University;
(9) Special Populations Outreach Project, Division of University Extension, University of Rhode Island;
(10) L.E.S. Adult Vocational Program, Mesa Community College (Arizona).

In addition brochures were sent to more than 20 local agencies and community centers for information and recruiting purposes. (See Dissemination Activities)

11. DISSEMINATION ACTIVITIES

Basic recruitment activities were carried out with the cooperation of the UCLA Extension Educational Opportunity Centers. Cover letters and brochures were disseminated to community service agencies representing the population the Program was designed to serve. (Appendix H). Telephone contact and actual visits were made by Program staff to organizations such as churches, the Chicano Service Action Center, Cuban Relief Organization, Oriental Service Center, etc. Furthermore, we have kept in touch with community and state political and professional representatives to keep them apprised of the Program and we continue to receive their highest support. (Appendix I).

12. PROGRESS ON DATA COLLECTION AND EVALUATION PLANS/PROCEDURES

Semimonthly meetings were held by the Coordinator with instructional staff to evaluate the progress of instruction with regard to student/curriculum coordination.

Conferences were held with each student once during each module, and more often where indicated, for the purpose of evaluating progress. Students received written evaluations of their progress twice during each of the three modules of instruction. The Coordinator and all faculty members were available for conferences upon request.

As part of a continuing endeavor toward the further improvement and continuing evolution of our Program, we are ever seeking extracurricular and intramural input which can serve to constructively criticize Program materials and methodologies. To this end, we have attempted to capitalize on the valuable contributions provided us by the following:

(1) Dr. Weissman's (Project Director) participation in the review of grant proposals in Washington, D.C. in late July for "Strategies for Assessing Bilingual Vocational Training Programs";
(2) Site visit and review of our Program by Inter-America Research Associates in December and April;

(3) Participation in the field testing and actual administration of the Bilingual Vocational Oral Proficiency Test, developed by Resource Development Institute;

(4) Site/Consultation visit by Ms. Mary Galvan and Mr. Lynn Douglass, the purpose of whose visit was to analytically review our Program and make recommendations for improvement, which they did, and which in turn we have implemented in great part.

(5) Visit by Dr. Richard Naber, OBEMLA, on January 9 and 10, resulted in many valuable and helpful suggestions, which were also put into effect.

(6) The February 11 Advisory Committe Meeting was one of the most productive and worthwhile of all such meetings. Input was provided by all members, and their suggestions and recommendations were constructive, pointed, and practical. Such meetings serve as a continuing and abiding monitor of community sentiment and needs.

Everything heretofore discussed contributes toward the direction of our ongoing self-evaluation and evolutionary development. No single source, approach, or method is relied upon. Because our students come from such diverse cultures and backgrounds, we have attempted to provide as broad a perspective as possible. It is our desire and our goal to provide the most with the best, keeping in mind our limitations as well as theirs.

The last employment survey was conducted in October of 1980 and served to update our yearly Statistical Summary, which appears on the following page.

STATISTICAL SUMMARY

	75-76		76-77		77-78		78-79		79-80	
INITIAL ENROLLMENT	50		50		56		49		49	
MIDPOINT GPA (4.0 Scale)	2.55		2.74		2.64		2.61		2.78	
FINAL GPA	2.48		2.79		2.60		2.60		2.74	
ESL COMPREHENSION GAIN	+.8		+1.0		+1.0				+.95	
NUMBER OF GRADUATES	32		34		43		30		33	
CURRENTLY EMPLOYED	88%	91%	82%	88%	87%	93%	76%	88%	67%	85%
CONTINUING EDUCATION	3%		6%		6%		12%		18%	
OTHER*	9%		12%		7%		12%		15%	
PUBLIC ASSIST./UNEMPLOYED	0%		0%		0%		0%		0%	

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*What statistical data fails to reveal is individual participant information compiled through survey. Since the Program participants are primarily women of various national origins, in several cases marriage, pregnancy, and child rearing have interrupted or terminated employment. In a few cases, cultural backgrounds and mores dictate termination of employment for females at time of marriage; in others, at time of child birth for for extended periods during infancy or early childhood of their children. Within the statistics, three (and one from 79-80) participants have not worked due to chronic illness or particular therapy; another had to leave employment to care for a severely ill family member. Three former participants left the country to return to their native homes outside the U.S., one to attend the University of Vera Cruz (in dentistry). Two have become dental hygienists and one a vocational nurse. Two are in college, one studying biochemistry and the other is in predental. Four are caring for infants. Four are job seeking.

During the fiscal years 1975 through 1980, one hundred seventy-three participants received the training to become eligible as Registered Dental Assistants and Certified Dental Assistants. Of that number, the percentage employed and continuing education is 89%. None of the former participants is receiving public assistance or unemployment insurance benefits.

13. OTHER ACTIVITIES

A. Extracurricular Student Activites

All students hold membership in the American Dental Assistants Association. They attended appropriate meetings and programs both of national and local societies.

B. Simulated Job Interviews

During the third module of instruction, as part of the learning process, and in preparation for the real world, students were required to go through mock job interviews in their Communication Skills class. The interviews were conducted with actual dentists and were videotaped and played back for student review and self-evaluation.

C. Employment Service

Historically, our students have had to fend for themselves when it came to actually finding a job. The Program itself always receives many, many offers from prospective dentists, the offerings are listed on a community bulletin board, and the students follow up themselves. This year, however, we have attempted to improve this system by seeking the support and assistance of the Los Angeles Dental Society. After contact with the Society's Executive Director, it was concluded that an Employment Service would be established with the Business Office of the Society by late summer 1980. We anticipate that this will serve our needs in a superior way in the immediate future.

D. Special Presentations

The Program each year is honored to host several special presentations throughout the year conducted by representatives of various dental specialties, dental products and materials companies, and the National Dairy Council.

E. Student Projects

Each student in the Biodental Science course had to write a report on one of the nine systems in the human body. Other projects are conducted throughout the year. One of them is the Plaque Control Notebook, which is written in English and in the native language of the student. These notebooks discuss proper dental hygiene. The end result is twofold. The student increases his/her knowledge of dental hygiene, and has an erd product which can then be used for future patient education (in a waiting room at a dentist's office, for example). The notebooks are demonstrably creative and provide an opportunity each student to translate dental terminology into their native language, in much the same way as they might be called upon to do in the dental office. Three exemplar copies have been provided, one in Spanish, one in Japanese, and one in Chinese. (Appendix J)

14. STAFF EMPLOYMENT AND UTILIZATION

One of the objectives of the Program is to provide Certified Dental Assistants who could eventually serve as instructors for training more qualified auxiliary personnel. One step in this direction was the return this year of a former program participant, Mrs. Dina Casillas. Mrs. Casillas served as our Bilingual Vocational Assistant and has been an invaluable member of the instructional team. She was able to relate to the participants from the vantage point of personal experience. She helped the students establish the necessary priorities to make the training practicable and understandable.

15. STAFF DEVELOPMENT

All instructors are involved in continuing education, either vocational or general education. Whenever the opportunity presents itself, each faculty member attends seminars, sessions, and conventions of their respective professional organizations. They attend dental assisting and vocational education workshops in order to keep abreast of recent changes and developments in the field. Each is active in his/her professional society, and in particular in the local chapters and local organizations which impact upon the profession. They attend legislative meetings of the State Board of Dental Examiners. Moreover, the Program Coordinator has served as a Site Visit Evaluator for the Board of Dental Examiners, and in major part through her efforts the recently enacted "Requirements for Registered Dental Assistant Educational Programs," amending the former Regulations of the Board, reflect her recommendations and opinions, and furthermore correlate fully with the structure of our Dental Assisting Program.

The Director and the Coordinator are members of the UCLA Extension Continuing Education Specialists and Coordinators Association. The Director is a member of the Continuing Education Planning Committee of the Federally Funded Statewide Area Health Education Centers (AHEC), the University of California Deans of Continuing Education, Governor's Subcomittee on Dental Auxiliary Utilization (DAU), and numerous others. Furthermore, each staff member takes full advantage of our subscriptions to all the major dental and dental assistant journals, keeping abreast of new materials and trends.

Thus, the Director, Coordinator and faculty are intensely involved in the status and progress of dentistry and dental assisting. They keep themselves informed by their active involvement and through journal research. New ideas, opinions, propositions, controversies, etc. are discussed, considered for their merit or value, and where appropriate adopted.

Date: ______________________

Signed: ______________________
FREDRIC WEISSMAN, D.M.D.
Project Director

APPENDIX A

Alhambra Day Nursery
19 NORTH HIDALGO AVENUE
Alhambra, California
91801

May 27, 1980

U.C.L.A. Dental Assisting, Bilingual Program
1100 South Grand Ave.
Los Angeles, CA 90015

Dear Dental Assistant Class:

Thank you for allowing Esther Ochoa, Maria Martinez, Monica Cervantes, and Sylvia Dias to visit our school and teach the children about taking good care of their teeth. It is so important for them to learn good dental care when they're young. We all--Board of Directors, staff, and families--appreciate your support.

Yours sincerely,
Jane E Burtis
Jane E. Burtis, Supervisor

SILVA BOYAJIAN

ORAL HYGIENE INSTRUCTION
EVALUATION

This evaluation should be done by the instructor of the class in which the Brush-In is given.

Teachers name: HASMIG DERDERIAN, SHAKE Miguirdichian, Sroushig Asadorian, Seta Maderlian
Grade level: 1st - 2nd & 3rd
Name of school: ARMENIAN RELIEF SOCIETY "SOSSE" SATURDAY SCHOO
Address of school: 1118 N. ALLEN
City, and Zip code: PASADENA, CA
Number of students in the class: 40
Time the instruction began: 12:00 Time it ended: 1:00 PM
What type of teaching aids were used during the instruction: Brushing Technique, Dental flossing, disclosing solution

Were the visual aids seen clearly by all the class: YES

Did your students understand the instruction: Yes ✓ No
Remarks:

Were the instructors organized in their presentation: Yes ✓ No
Remarks:

Was another language used, besides English: Yes ✓ No
Remarks:

Did the second language help your students understand the presentation: YES

Did the instructors present themselves in a professional manner: Yes ✓
No Remarks:

Did the presenters allow a question period: Yes ✓ No:
Remarks:

Would you be interested in a Brush-In, next year. Yes ✓ No
Remarks:

Would any other teachers in your school like a Brush-In next year:
Yes ✓ No Remarks:

Thank you for allowing our students in making their presentation in your class room and completing this evaluation form. We at the University hope that this presentation was an informative experience.

The U.C.L.A. Bilingual Dental Assistant Program.

Hasmig Derderian

Terry Gonzalez

ORAL HYGIENE INSTRUCTION

EVALUATION

This evaluation should be done by the instructor of the class in which the Brush-In is given.

Teachers name: Ms. ~~Utzumi~~ Utsumi
Grade level: 6
Name of school: Malabar st School
Address of school:
City, and Zip code: L.A Ca. 90063
Number of students in the class: ~~38~~ 28
Time the instruction began: 8:40 Time it ended: 11:30

What type of teaching aids were used during the instruction: Chalkboard, demonstration tooth brush & mirror, teeth model, red solution

Were the visual aids seen clearly by all the class: Yes
Visual aids stimulated much interest & motivation

Did your students understand the instruction: Yes ✓ No
Remarks: Clearly presented and at level of students' understanding

Were the instructors organized in their presentation: Yes ✓ No
Remarks:

Was another language used, besides English: Yes ✓ No
Remarks: Spanish

Did the second language help your students understand the presentation:
Yes - some students do not speak English - others very little

Did the instructors present themselves in a professional manner: Yes ✓
No Remarks: Well-groomed, wearing white jacket w/ name tag

Did the presenters allow a question period: Yes ✓ No:
Remarks:

Would you be interested in a Brush-In, next year. Yes ✓ No
Remarks: 6th grade is a terrific time for learning about dental hygiene

Would any other teachers in your school like a Brush-In next year:
Yes ✓ No Remarks:
~~Other teachers would also like the Oral Hygiene Instruction~~

Thank you for allowing our students in making their presentation in your class room and completing this evaluation form. We at the University hope that this presentation was an informative experience.

The U.C.L.A. Bilingual Dental Assistant Program.

ORAL HYGIENE INSTRUCTION

EVALUATION

This evaluation should be done by the instructor of the class in which the Brush-In is given.

Teachers name: Alice Castillo
Grade level: 4th
Name of school: Rosewood Park
Address of school: 2353 Commerce Way
City, and Zip code: Commerce, 90040
Number of students in the class: 32 - another class joined mine today 40 participated in demonstration
Time the instruction began: 12.30 Time it ended: ______

What type of teaching aids were used during the instruction:
Model of teeth
Dental floss - toothbrushes - Chart on flossing

Were the visual aids seen clearly by all the class: Yes

Did your students understand the instruction: Yes ✓ No ______
Remarks:

Were the instructors organized in their presentation: Yes ✓ No ______
Remarks:

Was another language used, besides English: Yes ✓ No ______
Remarks: I felt that it was advantageous to have a person who spoke Spanish

Did the second language help your students understand the presentation:
Yes

Did the instructors present themselves in a professional manner: Yes ✓
No ______ Remarks:

Did the presenters allow a question period: Yes ✓ No: ______
Remarks:

Would you be interested in a Brush-In, next year. Yes ✓ No ______
Remarks:

Would any other teachers in your school like a Brush-In next year:
Yes ✓ No ______ Remarks: I'm sure the 2nd 3rd & 4th grade students could benefit from this demonstration

Thank you for allowing our students in making their presentation in your class room and completing this evaluation form. We at the University hope that this presentation was an informative experience.

The U.C.L.A. Bilingual Dental Assistant Program.

Georgina Hernandez
May 27,1980

ORAL HYGIENE INSTRUCTION

EVALUATION

This evaluation should be done by the instructor of the class in which the Brush-In is given.

Teachers name: Cecilia Abad
Grade level: preschool
Name of school: 1st Unitarian
Address of school: 2933 Francis St
City, and Zip code: Los Angeles 90005
Number of students in the class: 32
Time the instruction began: 12:00 Time it ended: 1:30

What type of teaching aids were used during the instruction: disclosing solution and demonstrated with teeth, also pictures

Were the visual aids seen clearly by all the class: yes

Did your students understand the instruction: Yes ✓ No
Remarks: very interested

Were the instructors organized in their presentation: Yes ✓ No
Remarks: It was a very good presentation

Was another language used, besides English: Yes ✓ No
Remarks: Spanish

Did the second language help your students understand the presentation: yes

Did the instructors present themselves in a professional manner: Yes ✓
No ~~no~~ Remarks: Instructor presented herself in a form the children would understand.

Did the presenters allow a question period: Yes ✓ No:
Remarks:

Would you be interested in a Brush-In, next year. Yes ✓ No
Remarks:

Would any other teachers in your school like a Brush-In next year:
Yes ✓ No Remarks: We would appreciate it.

Thank you for allowing our students in making their presentation in your class room and completing this evaluation form. We at the University hope that this presentation was an informative experience.

The U.C.L.A. Bilingual Dental Assistant Program. 35

Georgina Hernandez

Christine Walton
Carol Plascencia
Dorothy Duran

ORAL HYGIENE INSTRUCTION
EVALUATION

This evaluation should be done by the instructor of the class in which the Brush-In is given.

Teachers name: Mary Munoz
Grade level: Kindergarden
Name of school: Logan Street Elementary
Address of school: 1400 Logan Street
City, and Zip code: Los Angeles, 90026
Number of students in the class: 28 Time it ended: 10:45 AM.
Time the instruction began: 9 am

What type of teaching aids were used during the instruction: toothbrush + dental floss kit, teeth model, mirror large toothbrush, diagrams, pictures, poster

Were the visual aids seen clearly by all the class: yes.

Did your students understand the instruction: Yes X No
Remarks:

Were the instructors organized in their presentation: Yes X No
Remarks: Very good

Was another language used, besides English: Yes X No
Remarks: Spanish.

Did the second language help your students understand the presentation: Yes, majority don't speak English yet.

Did the instructors present themselves in a professional manner: Yes X No
Remarks: Yes, they were very good with children.

Did the presenters allow a question period: Yes X No:
Remarks: Definitely. Good questions on Food and when to brush teeth.

Would you be interested in a Brush-In, next year. Yes X No
Remarks: Yes. I'd love to.

Would any other teachers in your school like a Brush-In next year:
Yes X No Remarks: the other 2 kindergarten classes would also enjoy having your student come.

Thank you for allowing our students in making their presentation in your class room and completing this evaluation form. We at the University hope that this presentation was an informative experience.

The U.C.L.A. Bilingual Dental Assistant Program.

Thank you. These students performed an excellent job! Congratulations.

May 21, 1980

ORAL HYGIENE INSTRUCTION

EVALUATION

This evaluation should be done by the instructor of the class in which the Brush-In is given.

Teachers name: Miss Regina Bromley
Grade level: 4th
Name of school: Cortez St. School
Address of school: 1321 Cortez St.
City, and Zip code: Los Angeles, Calif. 90026
Number of students in the class: 30
Time the instruction began: 9:00 A.M. Time it ended:

What type of teaching aids were used during the instruction: 1 Dentoform, toothbrushes, dental floss, disclosing solution, and posters.

Were the visual aids seen clearly by all the class: Yes

Did your students understand the instruction: Yes ✓ No
Remarks:

Were the instructors organized in their presentation: Yes ✓ No
Remarks:

Was another language used, besides English: Yes ✓ No
Remarks: Great presentation in English + Spanish

Did the second language help your students understand the presentation:
yes, helpful + informative

Did the instructors present themselves in a professional manner: Yes ✓
No Remarks: Very professional

Did the presenters allow a question period: Yes ✓ No:
Remarks: answered the children's questions in language they understood.

Would you be interested in a Brush-In, next year. Yes ✓ No
Remarks: A Valuable experience for my students.

Would any other teachers in your school like a Brush-In next year:
Yes ✓ No Remarks: I'm sure many Classrooms would Welcome the experience!

Thank you for allowing our students in making their presentation in your class room and completing this evaluation form. We at the University hope that this presentation was an informative experience.

The U.C.L.A. Bilingual Dental Assistant Program.

Lilia Moscosa

30 students

ORAL HYGIENE INSTRUCTION

EVALUATION

This evaluation should be done by the instructor of the class in which the Brush-In is given.

Teachers name: N. Carrié-French
Grade level: ESL-10
Name of school: BELMONT BRANCH
Address of school: 2ND STREET / Belmont
City, and Zip code: L.A. CA.
Number of students in the class: 28
Time the instruction began: 10:15 Time it ended: 11:05

What type of teaching aids were used during the instruction: Toothbrushes DENTAL FLOSS, DEMONSTRATED WITH THE DEETH MODEL, USING THE LIQUID for STAINING etc.

Were the visual aids seen clearly by all the class: yes

Did your students understand the instruction: Yes yes No
Remarks:

Were the instructors organized in their presentation: Yes yes No
Remarks:

Was another language used, besides English: Yes yes No
Remarks:

Did the second language help your students understand the presentation: DEFINITELY - VERY USEFUL

Did the instructors present themselves in a professional manner: Yes ✓ No Remarks: They were patient and helpful

Did the presenters allow a question period: Yes ✓ No:
Remarks:

Would you be interested in a Brush-In, next year. Yes ✓ No
Remarks:

Would any other teachers in your school like a Brush-In next year:
Yes ✓ No Remarks: Please contact THE PRINCIPAL OR THE VICE-PRINCIPAL.

Thank you for allowing our students in making their presentation in your class room and completing this evaluation form. We at the University hope that this presentation was an informative experience.

The U.C.L.A. Bilingual Dental Assistant Program. 35 students

Larisa
Silva B.
Sueri
Jesse.

Students
Esther Ochoa
Maria t. Martinez
Silvia Diaz
Monica Cervantes

ORAL HYGIENE INSTRUCTION

EVALUATION

This evaluation should be done by the instructor of the class in which the Brush-In is given.

Teachers name: Laurie L. Nelson
Grade level: 4 yr olds
Name of school: Alhambra Day Nursery
Address of school: 19 N. Hidalgo
City, and Zip code: Alh. 91801
Number of students in the class: 14
Time the instruction began: 9:25 Time it ended: 10:05

What type of teaching aids were used during the instruction: Toothbrushes, blue solution & Q Tips, plastic set of teeth, dental floss, poster (good & bad foods)

Were the visual aids seen clearly by all the class: Yes

Did your students understand the instruction: Yes ✓ No
Remarks: At the very beginning were confused, by the time it was well started they understood & were very interested

Were the instructors organized in their presentation: Yes ✓ No
Remarks: Very

Was another language used, besides English: Yes ✓ No
Remarks:

Did the second language help your students understand the presentation: Yes

Did the instructors present themselves in a professional manner: Yes ✓ No
Remarks: I would have prefered that they didn't stand when they introduced themselves. More casual if they had been seated and the children would have been more relaxed

Did the presenters allow a question period: Yes No:
Remarks:

Would you be interested in a Brush-In, next year. Yes Yes! No
Remarks: Definitely

Would any other teachers in your school like a Brush-In next year:
Yes No Remarks: I'm sure they would after they hear about it

Thank you for allowing our students in making their presentation in your class room and completing this evaluation form. We at the University hope that this presentation was an informative experience.

The U.C.L.A. Bilingual Dental Assistant Program.

Loved their presentation. All four students were very good with the kids. The children were very interested in what they had to say & were excited for their turn. Part of the reason they were confused at first because I didn't know exactly what I had signed up for. Excellent program — please come back again.

Lorena Felix 5/28/80
Lisa Luna
Amanda Apon

ORAL HYGIENE INSTRUCTION
EVALUATION

This evaluation should be done by the instructor of the class in which the Brush-In is given.

Teachers name: Olivia Sainz
Grade level: 2nd
Name of school: Bell Gardens Elem.
Address of school: 7620 Quinn St
City, and Zip code: Bell Gardens, Calif
Number of students in the class: 31
Time the instruction began: 12:45 Time it ended: 1:45

What type of teaching aids were used during the instruction: Charts, Books, samples, large items to touch and practice with

Were the visual aids seen clearly by all the class: Yes. students were instructed in small groups

Did your students understand the instruction: Yes X No
Remarks: They were very interested and eager

Were the instructors organized in their presentation: Yes X No
Remarks: Instructed groups on rotating basis

Was another language used, besides English: Yes X No
Remarks:

Did the second language help your students understand the presentation: Yes They would not have understood otherwise

Did the instructors present themselves in a professional manner: Yes X
No Remarks: were courteous and understanding

Did the presenters allow a question period: Yes X No:
Remarks: They tried to answer each persons concerns.

Would you be interested in a Brush-In, next year. Yes X No
Remarks:

Would any other teachers in your school like a Brush-In next year:
Yes X No Remarks:

Thank you for allowing our students in making their presentation in your class room and completing this evaluation form. We at the University hope that this presentation was an informative experience.

The U.C.L.A. Bilingual Dental Assistant Program.

APPENDIX B

File Corres-Agen

State of California

Department of Consumer Affairs
Board of Dental Examiners

Memorandum

Brenda

To : Brenda Reed, Director
UCLA Dental Assistants Program
School of Dentistry
Los Angeles, California 90024

Date : 30 Apr 80

Subject: USC Exam
23-27 Apr 80

From : **Board of Dental Examiners** HL
Helyn Luechauer, D.D.S.
Chair, Operative Committee
3169 Barbara Court
Hollywood, California 90068

Thanks for three outstanding assistants during the USC State Board Dental Exam.

Maria is a fantastic organizer, and so nice about it.that we all felt better about helping her.

Yoli was everywhere all at the same time, always sensing when a change was indicated even before I was aware of the need.

Lilia anticipated beyond my wildest hopes: when to get in more patients, wh when to get them out, where to push examiners next, which units needed the maintenance man, etc.

All three were completely professional in their demeanor, worked so hard I felt like a slave driver, and with such a pleasant air that I wish they could all be members of my private team. A number of doctors expressed similar sentiments.

I will be happy to recommend each woman wholeheartedly to any future employer.

Thanks again to you for picking such winners for us!

HL:ck
cc: Maria T. Martinez
Yolanda Gutierrez
Lilia Moscoso

STATE OF CALIFORNIA—STATE AND CONSUMER SERVICES AGENCY

EDMUND G. BROWN JR., Governor

DEPARTMENT OF
Consumer Affairs

BOARD OF DENTAL EXAMINERS
1021 O STREET, SACRAMENTO, CALIFORNIA 95814
TELEPHONE: (916) 445-6407

May 12, 1980

Ms. Brenda Reed
Coordinator
Dental Assisting Program
1100 South Grand Avenue
Los Angeles, California 90015

Dear Ms. Reed:

On behalf of all of the examiners and members of the staff who worked at the University of Southern California dental licensure examination last month, I want to thank you for referring Lilia Moscoso, Yolie Gutierrez and Maria Martinez to assist at the examination. They were hard working, cooperative and very professional in their duties.

I believe that any dentist who employs any of the young women will be most fortunate and pleased.

If Ms. Moscoso, Ms. Gutierrez and Ms. Martinez are a sample of your students you have an excellent program.

On another matter, the Board will be giving another licensing examination at the University of California at Los Angeles, School of Dentistry, on June 20, 21 and 22, 1980. We need three dental assistant students to work with the examiners. If you can again provide the students, it will be appreciated. Please telephone me at 620-4248 in Los Angeles, or, (916) 445-6407 in Sacramento.

Very truly yours,

DAVID W. HAMROCK
Executive Secretary

DWH:bjc

cc: Members of the Board of Dental Examiners

APPENDIX C

Los Angeles. July 5. 80.

Dear teachers:

I don't think you would be surprised to receive my letter, since I told you before that I would write you. This is the only way I can express some of my great appreciation toward all of you.

Dear teachers, I remember one of you had said before, "I'm glad to see that you have been changed since you got into this program, from a shy, nervous girl grows up into a confident, responsible person." My dear teachers, I realized how much you have given me. Yes. That's you, my dear teachers, changed me, from a hopeless, desperated situation, you lead me into a bright, wide route, and helped me to get on my feet. Now I'm so proud to tell you that I stand confidently in my first step of career. Remember the dentists' addresses you gave me? I went interview in 3 doctors' office: Dr. Marwah (The one I am working for), Dr. Lew and Dr. Toguchi + Dr. Yamaguchi, I all got accepted by them, and surprisingly, Dr. Villanueva, the last doctor I went intern in his office, phoned me last week asking me to work for him. Dear teachers, These honors are all given by you. All the knowledge, care, love, you had given me during the nine ~~year~~ months, you are the ones should get the honor, I'm so proud of being a graduate from your program. Not only that UCLA has a good reputation, But because I don't think any of the other Dental assisting program has the teachers like you, sharing not only knowledge but love.

We would never forget the help you have given especially to us — ~~me and~~ my sister, and we would never forget the day you offered us a gift for Christmas —— a 50$ gift certificate from Safeway's store. I refused to take it. So you gave it to my sister. She ~~received~~ accepted it with tears. We couldn't say a word because our tear had filled our eyes. I dared not refuse it as I did to a 100.$ check sent by a doctor before, because i could feel the love you sent with that gift. We took it, so gratefully, and swear we would never spend it unless it's absolutely necessary, and trying to find a way to give it back to you. But later on, when I showed my friends. They said it has already had my name on it, I am the only person to be entitled to it. So I keep it as memory until now

Dear teachers, the 9 months' memory would long be remembered in my mind, you taught me not only be a good assistant but also make us realize what is the love of humanity, I appreciate being alive and live here, a country that full with warm-hearted people.

May God bless you all, My dear teachers!

I wish you the best.

Your student

Suyen Truong

APPENDIX D

	Referred By	Language	Country of Origin
avid Aguirre	News.	Spanish	U.S.A.
Laura Araujo	Ch. 34	Spanish	Mexico
Juana Arellano	High School	Spanish	Mexico
Silva Boyajian	LA Times	Armen/Arabic	Lebanon
Myrna Castellanos	Evans School	Spanish	Honduras
Amanda Castillo	Ch. 34	Spanish	Colombia
Monica Cervantes	Friend	Spanish	Mexico
Hyonsoon Cho	News.	Korean	Korea
Anita Chow	News.	Chinese	Taiwan
Lilly Chow	LA Times	Chinese	U.S.A.
Angie Cornejo	Former Stu.	Spanish	Mexico
Cecilia Diaz-Granados	Friend	Spanish	Colombia
Sylvia Diaz	Friend	Spanish	El Salvador
Dorothy Duran	ELA Skills Cen	Spanish	U.S.A.
Guadalupe Felix	LA Times	Spanish	Mexico
Rosie Fonseca	Former Stu.	Spanish	Mexico
Laura Gomez	EOC	Spanish	U.S.A.
arah Gomez	Comm. Agency	Spanish	U.S.A.
Ana Gonzalez	Counselor	Spanish	Mexico
Teresa Gonzalez	Former Stu.	Spanish	U.S.A.
Yolanda Gutierrez	Former Stu.	Spanish	U.S.A.
Georgina Hernandez	Former Stu.	Spanish	Puerto Rico
Annie Hing	LA Times	Chinese	U.S.A.
Mona Hirao	News.	Korean	Korea
Phan Huong	Friend	Vietnamese	Viet Nam
Sandra Jang	Korean News.	Korean	Korea
Eunkyung Kim	APCR	Korean	Korea
Linda Lucero	Tribune	Spanish	U.S.A.
Lisa Luna	Dentist	Spanish	U.S.A.
Maria Martinez	Applicant Last Year	Spanish	U.S.A.
Claudia Mironsnicenco	LA Times	Romanian	Romania
Silvia Montell	Span. News.	Spanish	Cuba
argarita Moreno	Chan. 34	Spanish	U.S.A.
Keiko Mori	Jap. News.	Japanese	Japan
Lilia Moscoso	Comm. Agency	Spanish	Mexico
Maria Nuncio	ELA Skill Cen.	Spanish	U.S.A.

	Referred By	Language	Country of Origin
Ester Ochoa	Ch. 34	Spanish	Cuba
Eva Pacana	Comm. Agency	Span/Tagalog	Phillipines
Edna Perez	EOC	Spanish	U.S.A.
Carol Plasencia	Former Stu.	Spanish	U.S.A.
Rosa Rosales	Former Stu.	Spanish	U.S.A.
Kenji Segawa	Jap. News.	Japanese	Japan
Larisa Stopchak	Comm. Agency	Russian	U.S.S.R.
Sueir Truong	Former Stu.	Vietnamese	Viet Nam
Sueyen Truong	Former Stu.	Vietnamese	Viet Nam
Zaida Velarde	Previous Applicant	Spanish	Bolivia
Christina Wintham	Ch. 34	Spanish	U.S.A.
Amy Yeung	Friend	Chinese	Hong Kong
Dina Yogi	LA Times	Spanish	Peru
Evangelina Zuniga	EOC	Spanish	U.S.A.

Spanish - 34	68%
Korean - 4	8%
Chinese - 4	8%
Japanese - 2	4%
Vietnamese 3	6%
Armenian - 1	2%
Romanian - 1	2%
Russian - 1	2%

APPENDIX E

LOS ANGELES: UNIVERSITY EXTENSION

November 7, 1979

TO: Fred Weissman, DMD

FROM: Brenda Reed

RE: Consultant Schedule

As you are aware, Lynn Douglas and Mary Galvan will be arriving Wednesday, November 14. I have arranged for their transportation from the airport to the hotel. In addition the faculty will be having dinner with them.

I have re-arranged our usual class schedule to better utilize their time with us. Annette has arranged her other teaching committments to meet the schedule and will be spending all day Thursday, November 15, with us.

The schedule is as follows:
November 15

9:00	Introductions
9:30 - 12:30	Pre-clinical Lab Dr. Douglas will observe classes and talk to instructors individually and collectively.
10:00 - 12:30	Mary Galvan and Annette will meet regarding ESL. Mary will also get a chance to observe vocational classes.
12:30 - 1:30	Lunch
1:30 - 3:30	ESL class Mary will observe class and meet with faculty.
3:30 - 5:00	All will meet.

Mary Galvan will be present only on one day. I have re-arranged the schedule so that we can utilize her time as best possible. She will have time to observe both vocational and ESL classes, to meet with both vocational and ESL teachers individually and collectively. As Program Coordinator, I will spend most of my free time with Mary and Annette on Thursday.

November 16

9:00 - 11:00	Bio-dental Science lecture Dr. Douglas will observe for some time and meet with remaining faculty.
11:00 - 12:00	Lunch
12:00 - 3:00	Pre-clinical Lab Dr. Douglas will observe and will meet with Program Coordinator to specify particular methods and aids for Program enhancement.
3:30 - 4:30	Final discussion with all.

Can you and Brad join us on Thursday for some time? We are all looking forward to the advice from these reknown experts.

Jan. 18, 1980

TO: Fred Weissman

FROM: Brenda Reed

.RE: Consultants, Lynn Douglas, Mary Galvan

The Nov. 15 and 16, 1979 visit from the consultants requested after the Bilingual Vocation Education Conference in Texas this summer was very profitable. The following observations and recommendations were made.

1. There sould be less time between the ESL lesson and the vocational lesson. Recommended 3-4 days.

2. Recommend that the ESL teacher use demonstration objects and equipment during presentation. Also use other rooms for better demonstration when necessary.

3.. Use the vocational teacher as a resource person during ESL class. This is not necessary daily but especially with the introduction of new information.

4. Continue to use role playing. Have the student explain the procedure and critique his/her own performance. Use a tape recorder to hear the language.

5. Instructors should initial the evaluation sheets after evaluation of the task.

6. Check with the school of language to get good students to translate present material. Retape and write scripts in other languages.

7. Use students to translate vocabulary and notes in their native languages.
8. Have safety signs made in laboratories and clinic. Have operation of equipment procedure next to machinery.

9. Contact the vocational schools in the area for their screening process.

10. Use study guides for the textbook to reinforce the material and to emphasize the main points.

11. Use a student as an observer to explain the procedure being performed by another student. This would provide language reinforcement.

12. Have the ESL teacher observe the vocational teachers evaluating students so she can hear the language.

We have received a letter specifying most of these suggestions from Dr. Douglas. At this time suggestions 1, 2, 3, 5, 7, 8 have been implemented.

APPENDIX F

VALEDICTORIAN SPEECH

Good evening Dr. Weissman, all my teachers, friends and guests :

Thank you very much for joining us tonight. This is one of the most glorious moment of our life, especially for me. I remember just not very long time ago, I would never think of the honor of being selected the valedictorian of this class and standing over here, what I really concerned was how to survive in this country. When I first came to this country one year ago, under the name of a Vietnamese refugee, I had no skill, with limited understanding of English, I was frustrated in finding a job. Fortunately, through the information of a former graduate of this bilingual dental assisting program, I applied and got accepted. Then I began my nine months' training.

I would like to thank all my teachers who helped us so much during the year. They used all kind of methods to make us understand, like pictures, tape recorder, slides, even gestures. They are not only our teachers, but also our friends, our classmates, our sisters, even mothers. They are not only sharing their knowledge, but also their love, their care, we appreciate that.

I would also like to thank Dr. Weissman and Mr. Bradford who directed this program. I am very proud of being a graduate of this program, because it is the only bilingual dental assisting program in the United States. I am also proud of being a student of UCLA. Like Dr. Weissman told us on the first day of orientation, "Keep us the good reputation for UCLA, although you are UCLA Extension, you are also a part of UCLA. Keep up the good name for the school." We will remember that forever whenever we serve our communities.

We also thank all the doctors and dental students who helped us so much during our internship. It will be a worthy experience for us.

As a personal note, I would like to thank all my friends, teachers who gave special help to us during the year, and my greatest gratitude toward all the Americans who share the love of humanity to the Vietnamese refugees.

Thank you.

Sueyen Truong
June 27, 1980

UNIVERSITY OF CALIFORNIA, LOS ANGELES

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UNIVERSITY EXTENSION   LOS ANGELES, CALIFORNIA 90024

THE

BILINGUAL DENTAL ASSISTANT PROGRAM

CLASS OF 1980

cordially invites you to join in their

GRADUATION CEREMONIES

June 27, 1980
at
7:00 P.M.

Neuropsychiatric Institute Auditorium
UCLA Medical Center
Westwood Plaza

Reception for graduates and guests will follow in the UCLA Extension Administration Building, Room G-33, 10995 Le Conte Avenue (corner of Le Conte and Gayley), from 8:30 to 10:00 P.M.

We would be pleased if you would honor us with your presence.

RSVP 747-0585

ADMINISTRATION

Phillip Frandson
Dean, University Extension

Fredric Weissman, D.M.D.
Program Director

George Bradford
Administrative Assistant

FACULTY

Brenda Reed, C.D.A., R.D.A., B.V.E.
Program Coordinator

Dora Castañeda, C.D.A., R.D.A.
Instructor

Karen Pierce, C.D.A., R.D.A.
Instructor

Dina Casillas, C.D.A., R.D.A.
Bilingual Vocational Assistant

Annette Zarian, M.A.
English as a Second Language Instructor

ADVISORY COMMITTEE

Stephen Blain, D.D.S.
David Blende, D.D.S.
Robert Borland, D.D.S.
Cecilia Calzada, C.D.A., R.D.A.
Claire Malis
Rosa M. Murguia, C.D.A., R.D.A.
Glenna Scheer, Ed.D.
Robert Thompson, D.D.S.
Linda Treece

Commencement Exercises

University Extension
University of California, Los Angeles

BILINGUAL VOCATIONAL TRAINING of DENTAL ASSISTANTS

Class of 1980
June 27, 1980
Neuropsychiatric Institute Auditorium

PROGRAM

Welcome	Esther Ochoa
Music	Amy Yeung
Invocation	Edna Perez
Introductions	Brenda Reed
Capping Ceremony	Dr. Fredric Weissman
	Brenda Reed
	Dora Castañeda
	Karen Pierce
	George Bradford
Awards Presentation	Dora Castañeda
	Karen Pierce
Student Awards	Dina Casillas
Commencement Address	Dr. Fredric Weissman
Valedictorian Address	Sueyen Truong
Farewell	Brenda Reed

Reception for graduates and guests will follow immediately in the University Extension Administration Building, 10995 LeConte Avenue, Room G-33.

The Bilingual Vocational Training of Dental Assistants Program is a vocational training project funded by the U.S. Office of Education, grant No. G007900588, Project No. 558AH90023, under the authority of the Vocational Education Act of 1963 As Amended, CFDA 13.558A.

GRADUATES

David Aguirre
Amanda Apon
Laura E. Araujo
Juana M. Arellano
Silva H. Boyajian
Monica Cervantes
Anita W. Chow
Cecilia DiazGranados
Sylvia Diaz
Dorothy A. Duran
Guadalupe L. Felix
Sarah M. Gomez
Teresa Gonzalez
Maria Guerrero
Yolanda Gutierrez
Georgina Hernandez
Mona Hirao
Eun Kyung Kim
Lisa A. Luna
Maria T. Martinez
Claudia Mirosnicenco
Silvia Montell
Keiko Mori
Lilia A. Moscoso
Esther Ochoa
Edna Perez
Carol Plasencia
Kenji Segawa
Larisa Stopchak
Sueir Truong
Huong Sueyen Truong
Christina Del Carmen Wintham
Amy M. Yeung

Bilingual
Dental Assistant
Program

Award of Distinction

for

Presented to

*Date*__________________ __________________

Bilingual Dental Assistant Program

Awards this Certificate of Honor to

In Recognition of Outstanding Achievement in

Presented at
Los Angeles, California
on________________________

____
Program Coordinator

UNIVERSITY OF CALIFORNIA, LOS ANGELES

SCHOOL OF DENTISTRY

University Extension

This is to certify that

has completed the program

BILINGUAL VOCATIONAL TRAINING OF DENTAL ASSISTANTS

HOURS:

1868

DATE

DEAN, SCHOOL OF DENTISTRY

Phillip E. Frandson

DEAN, UNIVERSITY EXTENSION

APPENDIX G

COPY 4

UCLAeXtension
Post Office Box 24902
Los Angeles, California 90024
Telephone. (213) 825-1901
Gloria Kaufman

TRAINING TO BECOME DENTAL ASSISTANTS OFFERED BY UCLA EXTENSION

Community residents interested in finding out about UCLA Extension's "Bilingual Vocational Dental Assistant Training Program" are invited to make appointments for interviews on Thursday and Friday, June 28 and 29, 9 a.m. to 4 p.m., at the Extension Educational Opportunity Center, 133 N. Sunol Drive, Room 243, East Los Angeles.

The paraprofessional program, funded through a grant from the Department of Health, Education and Welfare, is open to persons who are bilingual, have a high school diploma or a G.E.D., and are proficient enough in English to understand lectures and textbooks.

Fifty persons will be selected for a nine month period, from September, 1979 to June, 1980. A training allowance of $30 per week will be provided to those accepted in the program.

According to project director Dr. Fredric Weissman, the program will train and provide employment for formerly unemployed persons, and alleviate the shortage of bilingual dental assistants in foreign language communities. Almost all those trained in the past have received jobs upon completion of training.

For further information call the EOC Office at (213) 263-9036 or (213) 747-6563, or call UCLA Extension's Division of Dentistry at (213) 825-9187.

6/79

* * * *

UCLAeXtension
Post Office Box 24902
Los Angeles, California 90024
Telephone: (213) 825-1901

Gloria Kaufman

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For an interview and appointment call the Educational Opportunity Center Office at (213) 747-6563 and for further information call UCLA Extension's Dental Assistant Program at (213) 747-0585.

4/80 * * * * *

NEWSPAPERS

The Rafu Shimpu
LA Japanese Daily News
259 S. Los Angeles St
Los Angeles, Cal.
629-2231

Dr. Sam Lee
Korean Association of Southern Cal.
981 S. Western Ave.
Los Angeles, Calif. 90006
732-3593

B'nai Brith Messenger
2510 W. 17th. St.
Los Angeles, Calif.
380-5000

The Talking Leaf
1111 W. Washington Blvd.
Los Angeles, California 90015

California Japanese Daily News
915 East First St.
Los Angeles, Calif.

Calif. Straats-Zertung
315 West 6th St.
Los Angeles, Calif. 90014

L. Italo Americano
810 North Broadway
Los Angeles, Calif.

The Sun Reporter
4326 Tweedy Blvd.
South Gate,
567-1258

20 de Mayo Newspaper
1824 W. Sunset Blvd.
Los Angeles, Calif.
483-8511

San Gabriel Valley Tribune
1210 Azusa Canyon Rd.
West Covina, Calif.
686-2590

Pico Rivera News
9300 East Whittier Blvd.
Pico Rivera, Calif.
723-1939

Mexican Newspaper
8300 Santa Monica Blvd.
Los Angeles, California
659-5020

La Opinion
1436 S. Main St.
Los Angeles, Calif.
748-1191

The Belvedere Citizen
3590 East First Street
Los Angeles, Calif. 90063
264-1431

El Sereno Star
5420 N. Figueroa
Los Angeles, Calif.
254-5111

Eastside Sun
319 N. Soto St.
Los Angeles, California
263-6854

LOS ANGELES: UNIVERSITY EXTENSION

June 6, 1979

TO: Fred Weissman, DMD

FROM: Brenda Reed, Program Coordinator

RE: Publicity for 1979-80 Program

The following is a list of resources for publicity for the upcoming program:

Public Service Director of KLOS
3321 S. Lan Cienega
Los Angeles, Ca. 90016

KWKW
Dora Furnga
6777 Hollywood Blvd.
Hollywood, Ca. 90028

Korean Broadcasting
Mr. Hong
627-8965

KLVE-FM (Spanish speaking)
PO. Box 1140
Hollywood, Ca. 90028
Mr. Jose Liberman

KALI
5723 Melrose Ave.
Hollywood, Ca. 90038
Public Services Dept.

B'nai Brith Messenger
2510 W. 7th St.
Los Angeles, Ca.
380-5000

Claifornia Staats-Zeitung
315 W. 6th St.
Los Angeles, Ca.
625-4311 (German)

Japanese International Press
Gateway U.S.A.
1940 Wilshire Blvd.
Los Angeles, Ca.
483-1248

La Opinion
1436 S. Main
Los Angeles, Ca.
748-1191

American Korean Herald
2703 W. 8th St.
Los Angeles, Cal.
387-5127

I'Italo Americano
810 N. Braidway
Los Angeles, Ca.
628-7441

The Talking Leaf
1111 W. Washington
Los Angeles, Ca.
747-9521

LA Japanese Daily News
242 S. San Pedro St.
Los Angeles, Ca. 90012

Asian American News
1650 Wilshire Blvd.
Los Angeles, Ca.
483-4855

Calif. Japanese Daily News
915 E. 1st St.
Los Angeles, Ca.
626-1168

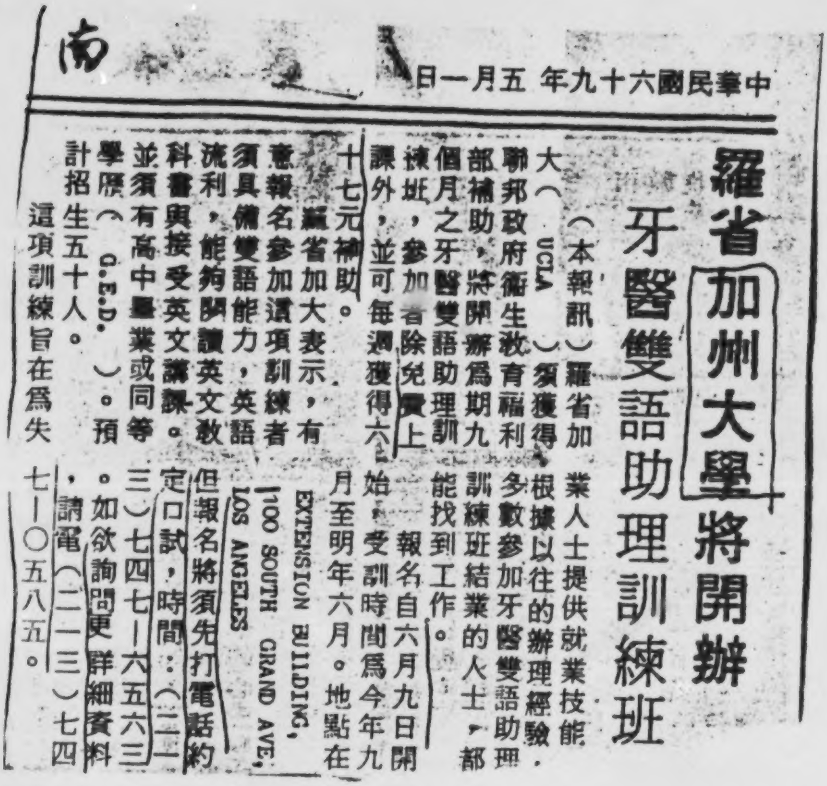
Chinese Times
923 Broadway
Los Angeles, Ca.

Eastside Journal
3590 E. 1st St.
Los Angeles, Ca.
264-1431

Hungarian Weekly
105 S. Western Ave.
Los Angeles, Ca.
463-3473

La Raza
3571 City Terrace Dr., Los Angeles, Ca. 261-0128

So Cal Chinese Community News



南

中華民國六十九年五月一日

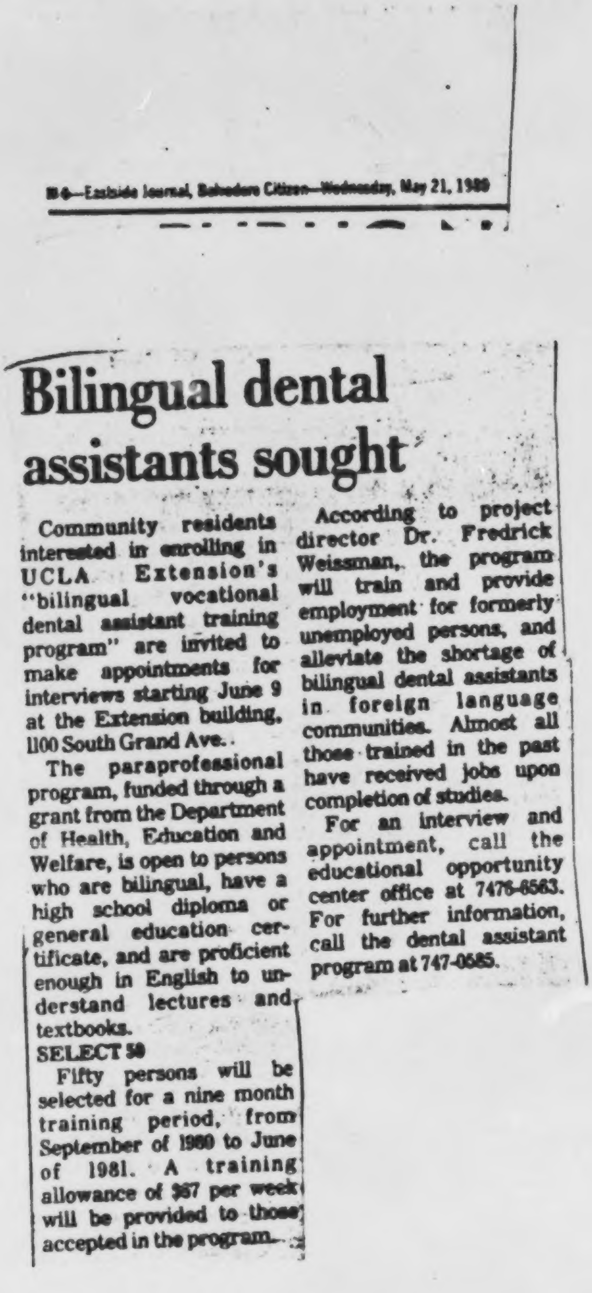
羅省加州大學將開辦
牙醫雙語助理訓練班

（本報訊）羅省加大（UCLA）須獲得聯邦政府衛生教育福利部補助，將開辦爲期九個月之牙醫雙語助理訓練班，參加者除免費上課外，並可每週獲得六十七元補助。羅省加大表示，有意報名參加這項訓練者，須具備雙語能力，英語流利，能夠閱讀英文教科書與接受英文講課。並須有高中畢業或同等學歷（G.E.D.）。預計招生五十人。

這項訓練旨在爲失業人士提供就業技能，根據以往的辦理經驗，多數參加牙醫雙語助理訓練班結業的人士，都能找到工作。

報名自六月九日開始，受訓時間爲今年九月至明年六月。地點在 EXTENSION BUILDING, 100 SOUTH GRAND AVE, LOS ANGELES 但報名將須先打電話約定口試，時間：（二一三）七四七－六五六三。如欲詢問更詳細資料，請電（二一三）七四七一〇五八五。

B-6—Eastside Journal, Belvedere Citizen—Wednesday, May 21, 1980



Bilingual dental assistants sought

Community residents interested in enrolling in UCLA Extension's "bilingual vocational dental assistant training program" are invited to make appointments for interviews starting June 9 at the Extension building, 1100 South Grand Ave.

The paraprofessional program, funded through a grant from the Department of Health, Education and Welfare, is open to persons who are bilingual, have a high school diploma or general education certificate, and are proficient enough in English to understand lectures and textbooks.

SELECT 50

Fifty persons will be selected for a nine month training period, from September of 1980 to June of 1981. A training allowance of $67 per week will be provided to those accepted in the program.

According to project director Dr. Fredrick Weissman, the program will train and provide employment for formerly unemployed persons, and alleviate the shortage of bilingual dental assistants in foreign language communities. Almost all those trained in the past have received jobs upon completion of studies.

For an interview and appointment, call the educational opportunity center office at 7476-6563. For further information, call the dental assistant program at 747-0585.

Los Angeles, CA.
(Los Angeles Co.)
Los Angeles Times
(Cir. D. 1,057,611)
(Cir. S. 1,344,660)

APR 27 1980

Allen's P. C. B. Est. 1888

Bilingual Dental Program Set at UCLA Extension

6-18

Interviews will begin June 9 for people interested in enrolling in UCLA Extension's bilingual vocational dental assistant training program.

The paraprofessional program is funded through a grant from the Department of Health, Education and Welfare. Purpose is to provide training and employment for formerly unemployed people and to alleviate the shortage of bilingual dental assistants in foreign language communities.

Fifty people will be selected for training from September to June. They will receive $67 per week.

Interviews will be held at the Extension Building, 1100 S. Grand Ave. For appointments call 747-6563. Further information about the program is available by calling 747-0585.

Colton, Calif.
El Chicano
(San Bernardino Ed)
(Cir. W. 10,000)

MAY 1 1980

Allen's P. C. B. Est. 1888

Training To Become Dental Assistants Offered By UCLA Extension

6/4

Community residents interested in enrolling the UCLA Extension's "Bilingual Vocational Dental Assistant Training Program" are invited to make appointments for interviews starting June 9, at the Extension building, 1100 South Grand Avenue, Los Angeles.

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For an interview and appointment call the Educational Opportunity Center Office at (213) 747-6563 and for further inforamation call UCLA Extension's Dental Assistant Program at (213) 747-0586.

Los Angeles, CA
(Los Angeles Co.)
Commerce Tribune
(Cir. W. 2,179)

JUN 21 1979

Allen's P. C. B. Est. 1888

TERVIEWS PLANNED

Bilingual dental training offered

Community residents interested in finding out about UCLA Extension's "Bilingual Vocational Dental Assistant Training Program" are invited to make appointments for interviews on Thursday and Friday, June 28 and 29, 9 a.m.-4 p.m., at the Extension Educational Opportunity Center, 133 N. Sunol Drive, Room 243, East Los Angeles.

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For further information call the EOC Office at (213) 263-9036 or (213) 747-6563, or call UCLA Extension's Division of Dentistry at (213) 825-9187.

Pico Rivera, CA
(Los Angeles Co.)
Santa Fe Springs News
(Cir. W. 7,238)

JUN 21 1979

Allen's P. C. B. Est. 1888

INTERVIEWS PLANNED

Bilingual dental training offered

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LOS ANGELES TIMES July 22, 1979

Bilingual Dental Aides to Be Trained

The Department of Health. Education and Welfare has funded a program to train dental assistants who are bilingual. The program, to begin in September and continue to June, will be offered by UCLA Extension's department of continuing education in the health sciences.

Fifty persons who are bilingual, have a high school diploma and can understand lectures and textbooks in English will be chosen for the program, which will provide a training allowance of $30 a week to participants.

Information is available from the UCLA Extension Educational Opportunity Office, 263-9036; Downtown Center, 747-6563, or UCLA Extension Division of Dentistry, 825-9187.

LA OPINION

Dan entrenamiento de asistencia dental en UCLA

Residentes comunitarios interesados en indagar sobre el programa de UCLA, "Programa Vocacional Bilingüe de Entrenamiento para Asistente Dental" están invitados para hacer cita para las entrevistas que se ofrecerán a partir del día 23 de julio, en el Centro de Oportunidad Educativa, ubicada en 1100 Grand Ave., en la ciudad de Los Angeles.

El programa paraprofesional, fundado a través de una beca del Departamento de Salud, Educación y Bienestar, está disponible a personas que son bilingües, tienen un diploma de preparatoria o un G.E.D., y entienden el inglés lo suficientemente bien para comprender los discursos y los textos utilizados en las clases.

Cincuenta personas serán seleccionadas por el periodo de nueve meses, de septiembre de este año a junio del próximo.

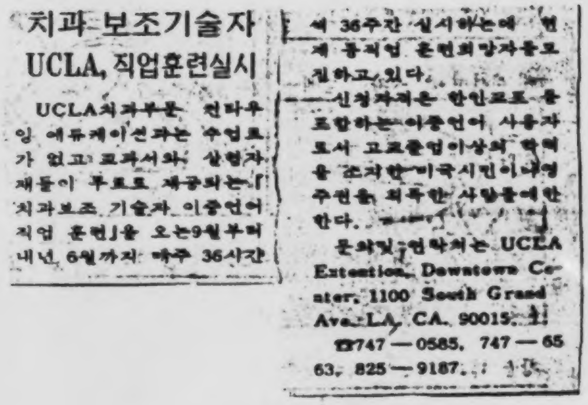
Serán asignados $65 por semana los estudiantes aceptados al programa.

Según el director del proyecto, Dr. Fredric Weissman, el programa entrenará y proveerá trabajo a las personas previamente empleadas, y aliviará la escasez de asistentes dentales en las comunidades de habla extranjera.

Informa el Sr. Weissman que todas las personas entrenadas en el pasado han obtenido empleos al terminar el programa de entrenamiento.

Para más informes, deberán llamar a la oficina de EOC, al 747-6563, o bien al 747-0585, o 825-9180.

Korean Times



치과 보조기술자 UCLA, 직업훈련실시

UCLA치과부문 컨티뉴잉 에듀케이션과는 수업료가 없고 교과서와 실험자재들이 무료로 제공되는 「치과보조 기술자 이중언어 직업 훈련」을 오는9월부터 내년 6월까지 매주 36시간씩 36주간 실시하는데 현재 동직업 훈련희망자들을 모집하고 있다.

신청자격은 한인교포를 포함하는 이중언어 사용자로서 고교졸업이상의 학력을 소지한 미국시민이나 영주권을 취득한 사람들이어야 한다.

문의및 연락처는 UCLA Extention, Downtown Center, 1100 South Grand Ave. LA, CA. 90015.

☎747—0585, 747—6563, 825—9187.

brought in 7-30-79

二八四）へ電話。

歯科医助手

訓練プログラム

二つの言葉を話す人の

ＵＣＬＡエクステンション・ニュース、「二つの言葉による歯科助手訓練プログラム」に出席を希望する者は七月二十三日より始められるインタビューのアポイントメントを申込んで欲しいと発表された。

インタビューの場所は市内南グランド・アベニュー一一〇〇番の Extension Educational Opportunity Center である。

保健・教育・福祉省から資金を得て開かれるこのプログラムによって訓練を受ける資格は、二つの言葉がわかり、高校程度の教育を受け、読み書きや数計算が理解できる程度の英語がわかる人。

プロジェクト・ディレクターアレデリック・ワイズマン氏によると、これまでこの訓練を受けた人はみな職についている。

詳細は、七四七—六五六三またはＵＣＬＡの七四七—〇五八五あるいは八二五—九一八〇に電話。

brought in 7-30-79

Los Angeles, Calif.
(Los Angeles Co.)
El Sereno Star
(Cir. W. 10,056)

JUN 25 1980

Allen's P. C. B. Est. 1888

Training program

614

Interview appointments are still open for community residents interested in enrolling in UCLA Extension's "Bilingual Dental Assistant Trainign Program" through August 10 at the Extension Building, 1100 South Grand Avenue, Los Angeles.

Fifty persons will be selected for a nine month period beginning in September. A training allowance of $67 per week will be provided to those accepted in the program.

For interviews call (213) 825-0585.

Los Angeles, CA
(Los Angeles Co.)
Bulletin News
(Lincoln Heights)
(Cir. 2xW. 12,592)

JUN 25 1980

Allen's P. C. B Est. 1888

Training program

614

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continuing education

UCLAeXtension
Courier

Vol. 10 No. 4 May 1980

BILINGUAL DENTAL ASSISTANT PROGRAM PROVIDES CAREERS FOR STUDENTS, SERVICES FOR COMMUNITIES

For Esther Ochoa, UCLA Extension means the beginning of a new phase in her life. She is a student in the Division of Dentistry's Bilingual Dental Assistant Program, and when she completes her course of study in June she will start working at the dental office where she now interns twice weekly.

The federally funded program provides persons with limited English speaking ability the vocational training necessary for becoming a dental assistant. For the first three weeks, students are immersed in a special English as a Second Language course. Then, for the 50 students selected each year, it's on to the intensive training classes.

"Four years ago, when I came here from Cuba, I spoke no English. When I was accepted into the program the English I did speak was terrible. It is still far from perfect, but much better than before thanks to the encouragement of my teachers," Ochoa says.

To be eligible for the program, students must be bilingual, have a high school diploma or educational equivalent, be a U.S. citizen or have a current Green Card, and satisfactorily complete an entrance examination. Once students complete the program, they are eligible to take the certification examination of the American Dental Assistants Association and the registration examination of the California State Board of Dental Examiners.

According to Dr. Fredric Weissman, program coordinator for the Division of Dentistry, the program has helped to alleviate the shortage of qualified dental assistants in communities where English is not the primary language spoken. It has also helped persons who were formerly unemployed start a career. "We have an excellent record," says Dr. Weissman. "Almost all the persons trained in the last five years are now working in the field of dentistry."

Please turn to page 2

Rosa Murguia, among the first students to complete the training, describes her work in the East Los Angeles area this way: "Probably 90 percent of the patients here are Spanish-speaking. I serve as a liason between the dentist and the patient--taking down history and information, discussing with them beforehand the work to be done, and helping communication during the actual procedure. It's a three-way dialogue for which I serve as translator. It is very gratifying for me to be doing this work. I feel I now have a lifelong profession."

Dr. Weissman says that the training has been enhanced in recent months with the purchase of modern dental equipment and the refurbishing of the Downtown Center which now serves as a teaching and demonstration facility for the Bilingual Dental Assistants Program and also the Division's ongoing Foreign Dental Program.

* * *

UNEX STAFF ATTEND/PARTICIPATE IN NUEA'S ANNUAL CONFERENCE IN SAN DIEGO

Last month, 14 Unex staff members attended the National University Extension Association's 65th Annual Conference held in San Diego, joining hundreds of continuing educators for general interest sessions and professional and divisional workshops encompassing the theme: "Strategies for Professional Development."

Dean Phillip Frandson coordinated a session on collective bargaining for full and part-time faculty during which he and Susan Fratkin of the National Association of State Universities and Land Grant Colleges spoke on the topic: "A Careful Analysis of What Is and a Thoughtful Projection of What is Likely to be in Store for the 1980s." Dean Frandson also introduced Norman Cousins, former editor of Saturday Review and currently on faculty at the UCLA School of Medicine, for Cousin's general session address on "Harvesting the University's Resources."

Yolande Chambers Adelson, director of the Department of Human Development, was among the presenters for a division workshop on "Creating a Model University/Community Outreach" while Lois Smith Bupp, director of the Department of Humanities and Social Sciences, presided over a divisional workshop on national and world affairs, looking into the "Future Directions of the Division: What Paths Shall We Choose." Irene Bagge, manager of the Department of Public Relations, was the presenter for a professional development workshop on Independent Study. Her topic: "Effective Promotion in Independent Study Programs."

Please turn to page 3

APPENDIX H

UCLA Extension

Bilingual Dental Assistant Program

Program Information for 1980-81

Bilingual Vocational Training of Dental Assistants

Fredric Weissman, DMD, Project Director

The Bilingual Dental Assistant Program is a federally funded vocational training program offered by and administered through the Division of Continuing Education in Dentistry, UCLA Extension.

It is the purpose of the program to provide persons of limited English speaking ability with the skills, knowledge, and practical experience necessary to become a part of the ever expanding paraprofessional field of dental assisting. The program has been approved by the Commission on Accreditation of Dental and Dental Auxiliary Educational Programs of the American Dental Association. Upon completion of the program, students will be eligible to take the Certification Examination given by the American Dental Assistants Association. Students will also be eligible for the Registration Examination given by the California State Board of Dental Examiners, which will permit the assistant to perform expanded duties allowed in the California Dental Practice Act.

Curriculum

Subjects include Language Skills, English as a Second Language, Communication and Human Relations, Orientation to Dentistry, Bio-Dental Science, Dental Materials and Laboratory Procedures, Operatory Procedures, Radiology, Practice Administration, Clinical Practice (UCLA Dental Clinic and private offices), and Expanded Duties.

Admissions Qualifications

1. Bilingual (native language other than English)
2. High School Diploma or educational equivalent
3. U.S. Citizen or current "Green Card" holder
4. Satisfactory completion of entrance examination
5. Good health—physical exam (expense borne by student) and health questionnaire to be completed by student. Applicant must be able to participate in all phases of training.

Screening Process

1. Personal interview with representatives of the program at the Extension Downtown Center.
2. Entrance examinations are given to determine applicant's ability to comprehend the materials to be presented and aptitude for training. Included are reading comprehension, vocabulary and manual dexterity. Tests are in English.

Instruction in English as a Second Language will be offered to all students who require it. This will allow for expanded knowledge, comprehension and ability to communicate, which are essential in a working and testing situation. All necessary examinations given by the American Dental Assistants Association and the State of California are written and conducted in English, as is classroom and laboratory instruction.

Training Allowance

1. Students on Public Assistance receive $1/hr. x 30 hrs./wk. = $30/wk.
2. Unemployed students not on Public Assistance receive $2.25/hr. x 30 hrs./wk. = $67.50/wk.

Student Expenses

1. No tuition or fees are assessed.
2. Textbooks, dental materials, supplies and equipment are provided by the program.
3. Approximately $200 will be required of the student during the program (about $100 at the beginning) for:
   $100 in September for uniform/shoes;
   $10 in January for Radiation Safety Exam;
   $45 in April for Certification Exam and ADA fees;
   $45 in April for California Registration Exam.

These amounts may vary and be increased by as much as $25 to $50.

Training Period

September 1980-June 1981
30 hours per week
36-39 weeks
2 weeks vacation at Christmas and 1 week at Easter

Location

UCLA Extension Downtown Center
1100 South Grand Avenue
Los Angeles, California 90015

Who To Contact

Program Coordinator (Information)
(213) 747-0585
Educational Opportunity Center (Appointment)
(213) 747-6563
Fredric Weissman, DMD, Director (Information)
(213) 825-9187

APPENDIX I

City of Los Angeles

CITY HALL
LOS ANGELES, CALIFORNIA 90012
(213) 485-3311

OFFICE OF THE MAYOR

TOM BRADLEY
MAYOR

October 30, 1979

Dr. Fredric Weissman
Continuing Education in Dentistry
University Extension, UCLA
10995 LeConte Avenue, Room 440
Los Angeles, California 90024

Dear Dr. Weissman:

One of the very valid needs in the Los Angeles area is for increased educational opportunities for the bilingual segment of the population of our City. I can, therefore, without any equivocation whatsoever, support viable programs which address this need.

The Bilingual Vocational Training Program for Dental Assistants would certainly appear to be a very viable effort and is worthy of support. The training your program offers to our language-disadvantaged residents provides a true potential for long-term careers and more importantly expands dental health care services for the greater Los Angeles community.

I will, therefore, be pleased if you will keep my office informed of the progress regarding the continuation of your program and the very fine services it obviously offers.

Very truly yours,

Tom Bradley

TOM BRADLEY
MAYOR

TB:ml

CITY OF LOS ANGELES
CALIFORNIA

BOARD OF HUMAN RELATIONS
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ADMINISTRATIVE OFFICE
ROOM 111, CITY HALL
LOS ANGELES, CA 90012
485-4495

DORIS N. COLLY
SECRETARY

October 31, 1979

Dr. Fredric Weissman
Coordinator, Continuing
 Education in Dentistry
UCLA Extension
10995 Le Conte Avenue
Los Angeles, CA 90024

Dear Dr. Weissman:

The Human Relations Commission of the City of Los Angeles has been made aware of your Bilingual Dental Assistant Program, and we are especially aware of the need for such a program at this time. The Commission is constantly made aware of the tremendous growth of the Hispanic population in the City, and the need for services.

Again, we are pleased to endorse your Bilingual Dental Assistant Program and we hope that you will continue to educate and train Bilingual Dental Assistants to fulfill this tremendous need.

Thank you for keeping the Commission up to date on the program and its accomplishments.

Sincerely,

HUMAN RELATIONS COMMISSION
OF THE CITY OF LOS ANGELES

Doris N. Colly

Doris N. Colly, Secretary
 to the Commission

AN EQUAL EMPLOYMENT OPPORTUNITY — AFFIRMATIVE ACTION EMPLOYER

GILBERT W. LINDSAY
COUNCILMAN
NINTH DISTRICT

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DEVELOPMENT
MEMBER
COLISEUM COMMISSION
CHAIRMAN
LOS ANGELES
PARKING AUTHORITY

October 30, 1979

Frederic Weissman, D.M.D.
Continuing Education in Dentistry
U.C.L.A. Extension
10995 LeConte Avenue, Room 440
Los Angeles, California 90024

Dear Dr. Weissman:

I appreciate being kept informed about the Bilingual Vocational Dental Assistant Training Program. As we both know, bilingual education is a topic of wide concern and appeal in Los Angeles. Central City is complex in that most of the residents are of diverse cultural and economic backgrounds. The fact that most of these people have limited English-speaking ability hampers them in getting jobs, with the result that the inner city has a very high incidence of unemployment. We are continually looking for means to alleviate the situation.

We are very interested in cooperating with the educational institutions in programs such as your Paradental Training. It not only leads to employment for the participants, but benefits many residents through improved dental health services.

I wish you well as you seek support for continuation of the training program. If there are any services we can provide to assist you, please let me know. I am also interested with the outcome of this proposal.

Sincerely,

GILBERT W. LINDSAY
Councilman, 9th District

GWL:RG:gh

ROOM 230, CITY HALL, LOS ANGELES, CALIFORNIA 90012, 485-3351

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UNIVERSITY EXTENSION
EDUCATIONAL OPPORTUNITY CENTER

LOS ANGELES, CALIFORNIA 90024

October 31, 1979

Dr. Fred Weissman
UCLA Extension
10995 Le Conte Avenue
Los Angeles, CA 90024

Dear Dr. Weissman:

The Educational Opportunity Center of UCLA Extension is pleased once again to show support for your program. Because of EOC's responsibility to serve the Los Angeles low-income community, the Bilingual Vocational Training of Dental Assistants offers a unique placement opportunity of training for the upward mobility of EOC clients.

The Dental Assistants program takes individuals without prior training, individuals who could easily become welfare recipients, and gives them skills, self confidence and a purpose in life. In addition, the program has impressive employment statistics. For these reasons, EOC has, since 1974, recruited for your program.

The EOC staff looks forward to working with you in assisting bilingual, low-income clients to find a meaningful place in society.

Sincerely,

Glenna Scheer, Ed.D.
Project Director
Educational Opportunity Center
University Extension, UCLA

CS:ab

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SCHOOL OF DENTISTRY
CENTER FOR THE HEALTH SCIENCES
LOS ANGELES, CALIFORNIA 90024

October 30, 1979

Fredric Weissman, D.M.D.
Dental Programs
UCLA Extension
10995 Le Conte Avenue
Los Angeles, CA 90024

Dear Dr. Weissman:

As a senior dental student last year at the UCLA School of Dentistry I had the opportunity to work with many of the dental assistant students in your Bilingual Dental Assistant Program. I would like to commend you and the Program staff for a really fine endeavor.

The students who assisted me on the Clinic floor were bright and very helpful. They seemed to be constantly alert and well trained. They knew their dental instruments and how to handle them. The students who worked with me were also very courteous and were able to establish rapport with my patients. Furthermore, on those occasions when we had Clinic patients who spoke little or no English, there was usually a Bilingual Dental Assistant available to interpret. This, of course, puts both patient and doctor at ease.

I will look forward to your valuable Program contributions again this year.

Sincerely,

Kent A. Harvey DDS

KENT HARVEY, D.D.S.
Lecturer
Section of Operative Dentistry

KH/gb

DAVID M. BLENDE, D.D.S.
Franklin Life Building
3780 Wilshire Blvd., Suite 603
Los Angeles, California 90010
213/383-0823

October 24, 1979

Dr. Fredric Weissman
UCLA Extension
10995 Le Conte Avenue
Los Angeles, Ca. 90024

Dear Dr. Weissman:

Our office has participated in the UCLA Extension Bilingual Dental Assistant Program since 1976. We have been very pleased with the interns that have trained with us and have been able to use and employ them fully.

I have employed two of the '78 graduates Barbara Chavez and Sandra Carreon. Both of these ladies are exceptional Dental Assistants who have made a definite contribution to my office. They have created a very comfortable atmosphere for all the patients especially the hispanics, that we can have this affinity with our Spanish speaking patients by conversing with them in their mother tongue, it gives us a sense of broadening our communication skills instead of narrowing them.

I find this program to be superior to other short term vocational schools that have not developed their pre-admission screening. Many of the vocational schools without these selection processes have not tested applicants sufficiently to find candidates capable of making the transition from a non-professional to a professional life.

I am very pleased with the program, I will continue to support it and participate at the intern level. Thank you for the opportunity to state this position in regards to the Dental Assistant Program.

I wish you success in the future.

Thank you,

D.DS.

David M. Blende, D.D.S.

DMB/ jg

ROBERT L. BORLAND, II, D.D.S.
ORAL SURGERY
623-4147 · 225 West Eighth Street · Room 1003 · Los Angeles, California 90014

26 October 1979

U.C.L.A. Extension
1100 So. Grand Ave.
Los Angeles, Calif. 90015

Dear Dr. Weissman:

Los Angeles is plagued with a shortage of trained Dental Assistants ! It has been my pleasure to watch and have in my office, well trained young ladies who are entering the Dental Field from the U.C.L.A. Extension School of Dental Assisting; Valuable assets in solving this problem !

Funds are neede to continue this worthwhile School. May I urge you and the Government to seek out, obtain, and be granted the moneys needed to continue this needful training.

Los Angeles needs this Dental Assisting School to continue !

Sincerely,

Robert L. Borland II

Robert L. Borland, II D.D.S.

UNIVERSITY OF CALIFORNIA, LOS ANGELES

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1868

SANTA BARBARA • SANTA CRUZ

UNIVERSITY EXTENSION

LOS ANGELES, CALIFORNIA 90024

October 29, 1979

Dr. Fredric Weissman
Project Director
Bilingual Dental Assistant Program
UCLA Extension
10995 Le Conte Avenue
Los Angeles, CA 90024

Dear Dr. Weissman:

I would like to take this opportunity to express my continuing high regard for the UCLA Extension Dental Assistant Training Program. My participation, as an Instructor of Communication Skills, since its inception in September 1975, has enabled me to perceive and appreciate the excellent education model that you and your talented staff have created.

I know my own teaching has benefited from the exceptional environment of supportive harmony in which your administrators, faculty, and students work together. Undoubtedly, this rapport has both catalyzed and enhanced the staff's continuous effort to enrich the materials, methods and structure of the program's curriculum. I have also been impressed by the objectivity and judgment the staff exercises when assessing each step they take. Whether their concern is with the choice of new audiovisual aids, or a decision to reconstruct an entire course, not only the potential effectiveness, but also the subsequent outcome of every change is weighed. Certainly, both the staff's expertise and the merits of the program's stringent academic and professional standards have been markedly demonstrated by the high degree of proficiency successive classes of graduating students have attained.

In sum, from the perspective of my obersvation and experience, I value the Dental Assistant Program as an exemplary realization of the social and academic goals of special public education at the university level. I do hope that this vital program will continue the progress that has been attained in its development.

Cordially,

Eugenie Dye

Eugenie Dye, Ph.D.
Lecturer, Department of
Speech and Communications

/gb

APPENDIX J

PLAQUE CONTROL

YOLANDA GUTIERREZ

UCLA EXTENTION

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PLAQUE

In the mouth there are several types of bacteria. Amoung these bacteria are streptococcus, lactobacillus, staphlococcus and many others.

These bacteria combine with food debri and parts of saliva form plaque.

Bacteria t food debris t saliva = PLAQUE

Plaque is soft, thin, invisible, film-like deposite on the teeth. The accumulation of plaque is the main cause of dental disease; almost all begin with this accumulation, which, at an early stage, can be contolled simply by keeping your mouth clean. The bacteria must be massed together to form plaque. By brushing and flossing your teeth, the plaque is broken up.

If plaque stays on the teeth for a long time it will harden and form a crusty material called calculus or tar-tar. Calculus is a hard deposite which forms on the teeth both above and below the gums. The texture is rough, making an excellent place for the adherence of plaque. Stains, such as those caused by coffee, tea, or smoking, are also rough and will also accumulate plague.

The dentist first removes calculus with a hard scaler or an ultrasonic unit which vibrates the particles off with a mist-like spray. You can always be certain that there will be a certain amount of bleeding when calculus is removed from beneath the gums. The dentist then polishes your teeth, making it more difficult for plaque to adhere.

DISCLOSING

The dentist can help you prevent tooth decay if you visit regulary. The dentist can give instructions on how to control plaque. But you alone can keep teeth clean from the plaque that accumulates on your teeth daily.

Since it is very difficult to see plaque, it is a good idea to stain the plaque. This is done by using disclosing tablets or solutions. It reveals clearly where plaque is found on the tooth surface.

-Chew the disclosing tablet or swish with disclosing solution

-let it remain for 30-60 seconds and then remove excess by rinsing

-Examine teeth with a mirrior. The plaque is now visible with the dye. The dye on plaque is visible through the toothbrush or floss so continue to cleanse until dye is removed

-At the begining you might see it necessary to use disclosing each time you cleanse your teeth, after experience in cleansing the teeth you will only use disclosing occasionally to check for plaque.

TOOTHPASTE

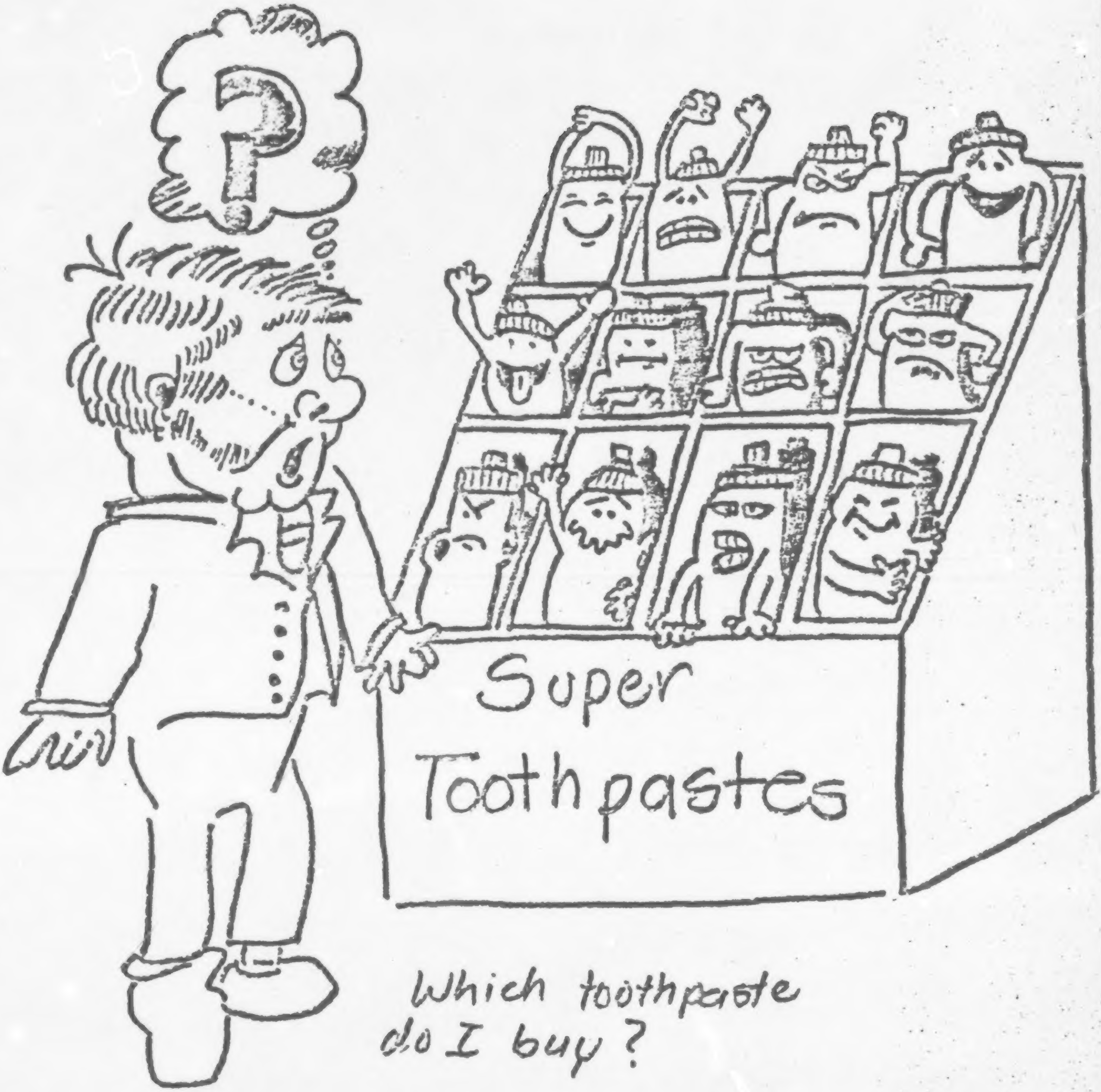
Trying to c. [illegible] toothpaste is sometimes a difficult problem. Toothpaste is made to help to remove plaque and food debris from the teeth and for cosmetic reasons.

Some toothpaste contain agents that change tooth color, they contain strong abrasives that polish the teeth. Continued use of these cosmetic toothpastes is not a good idea.

The best toothpaste out in the market is a fluoride toothpaste, that has recieved the approval of the American Dental Association, which is indicated on the toothpaste package.

The fluoride in the toothpaste has been proven to be effective in decreasing tooth decay and will halt the development of cavities already begun.

Toothpaste
Fluoride
Hero
ADA


Super
Toothpastes

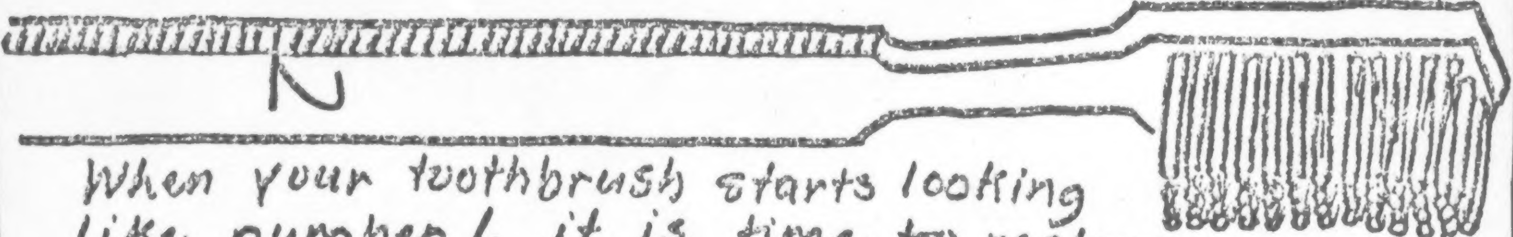
Which toothpaste do I buy?

TOOTHBRUSHES

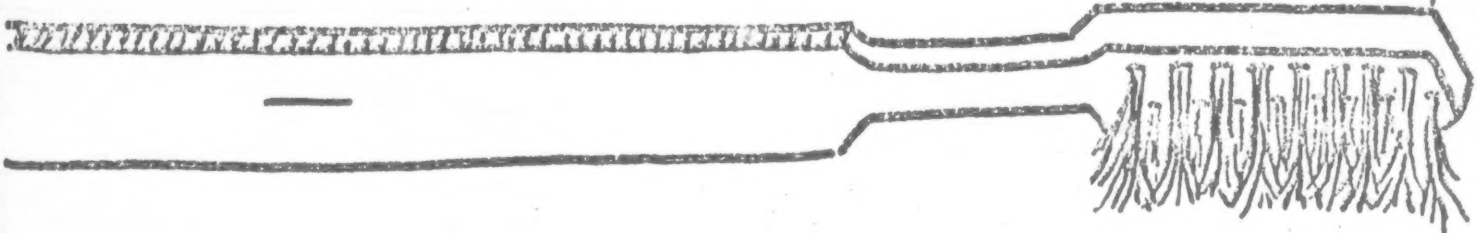
There are many different types of toothbrushes on the market to pick from. The best and most recommended by dentist is the manual, straight handle, flat surface, soft nylon bristles. It should have a surface of 1 to 1 1/4 inches long 3/8 of an inch wide.

An electric toothbrush may have two brushing motions; arcuate, where the bristles ends follow an arc as they move up and down; and reciprocal, where the bristle ends move back and forth. Both clean your teeth.

Toothbrushes should be replaced at a minium of 2 times a a year, once every 6 months, or when the bristles begin to flare out your toothbrush should be replaced by a new one.

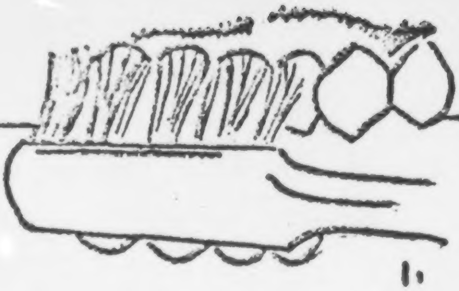


When your toothbrush starts looking
like number 1. it is time to replace
it for a new one like number 2.



PURPOSE FOR TOOTHBRUSHING

The purpose for toothbrushing is to remove plaque and all debris and food particles from pits and crevices that are normally found on the crown of the tooth. To do so you must have two good tools for cleansing your teeth: a toothbrush, and dental floss. Also an important part of toothbrushing is to have a good toothbrushing techique. The Bass Method is an excellent one.



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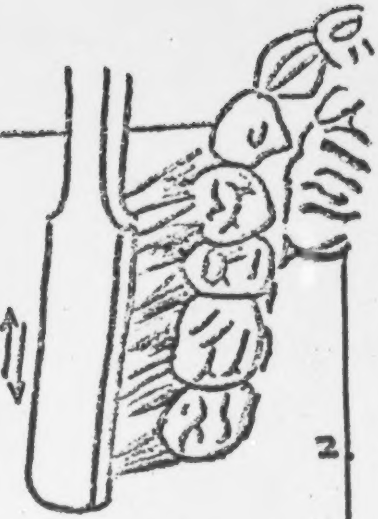

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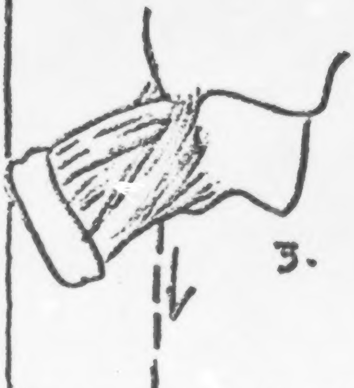

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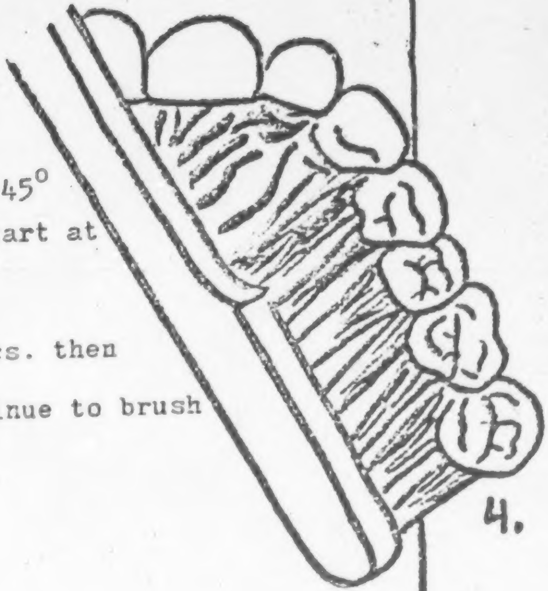
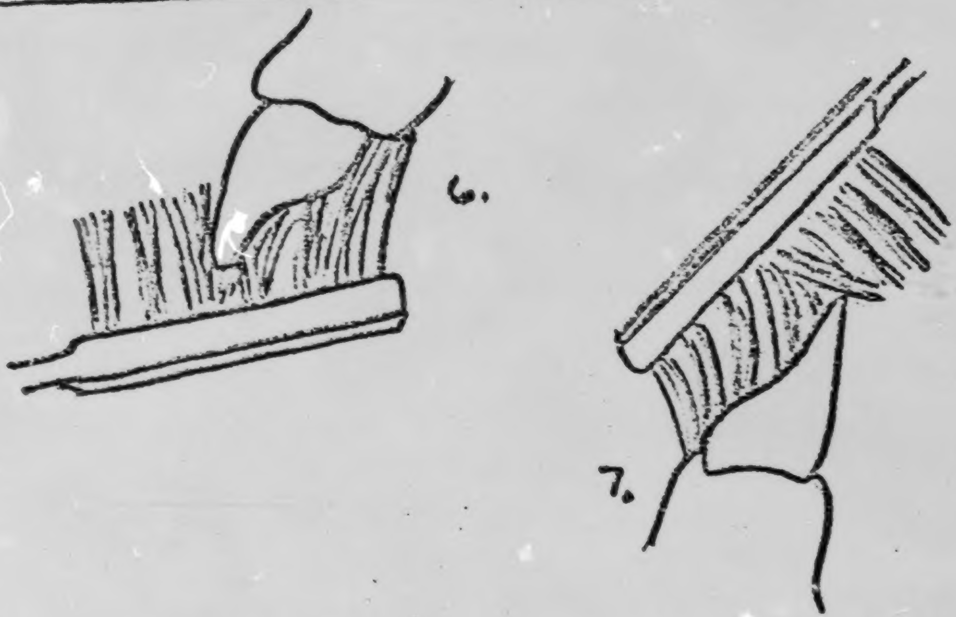


4.

1. Place toothbrush bristles tip at 45° angle toward gingival sulcus. Start at upper right buccal surface.
2. Vibrate brush bristles for 10 secs. then
3. wipe down and place again. Continue to brush until completing buccal surface.

4&5. Then brush lingual surfaces.

5.



6&7. To reach the palatal surface of anterior teeth insert the brush vertically, and activate the brush with repeated strokes.

DENTAL FLOSS

Dental floss is thread fibers that are an effective way to remove plaque from interproximal areas between the teeth. There are several ways to use dental floss. The most recommended dental floss is unwaxed floss. If interproximal areas are tight then use waxed floss.

MANIPULATION

-cut 2 feet of dental floss and wrap ends around middle finger

-leave 1 inch of floss between fingers

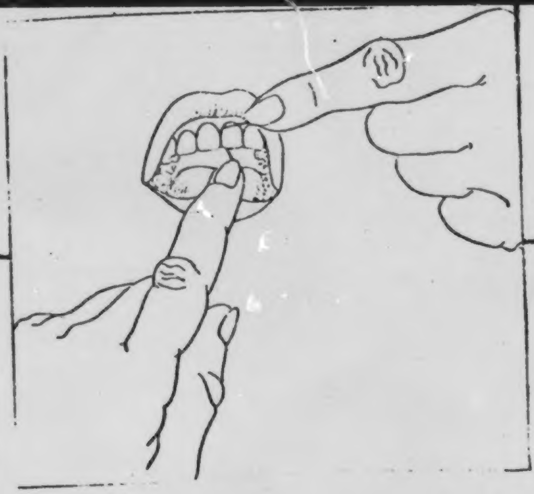
-control and guide floss with index finger and pinch floss with thumb and index finger

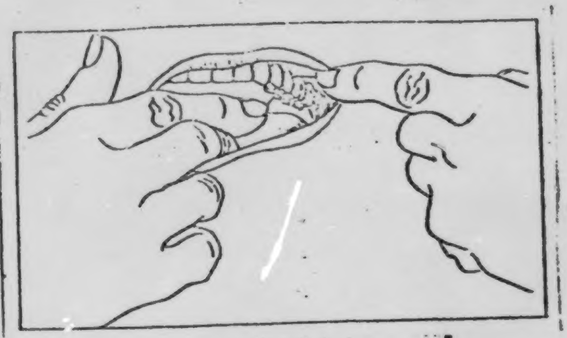
-you are now ready to begin to floss

-once the floss is slipped between your teeth (without a snap) move it back and forth several times to loosen trapped food

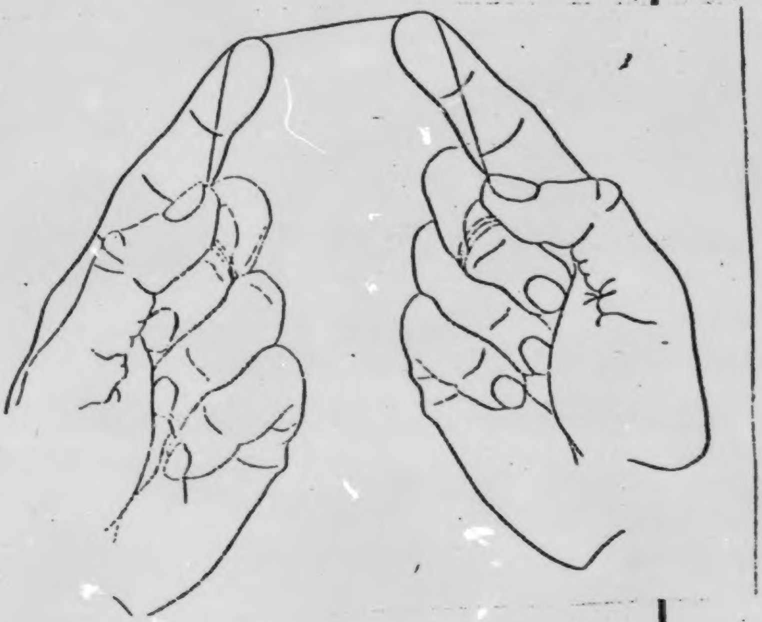
-now, move floss up and down five to six times against the side of the tooth. This will remove plaque and polish the tooth surface interproximally.

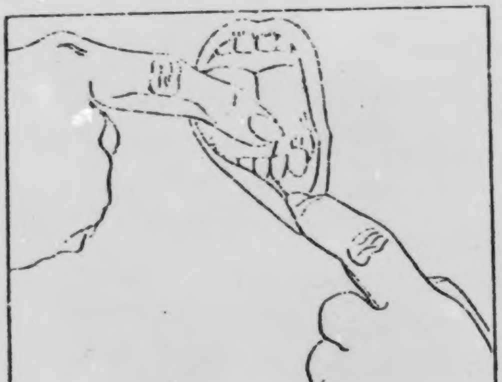
-repeat on the other side of tooth and continue to do so to every tooth.

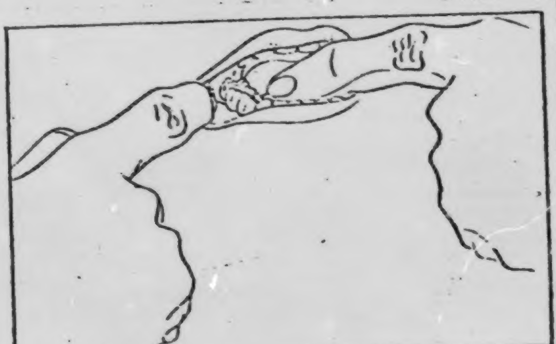




fLOSSING



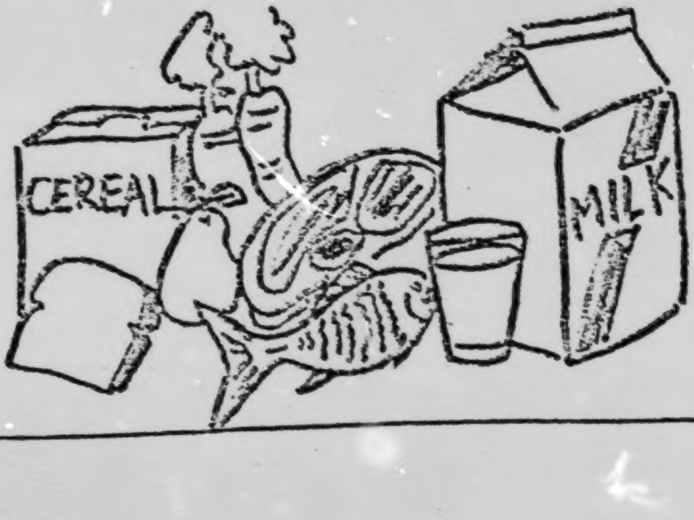




NUTRITION AND BASIC FOUR

Nutrition is the process by which an individual utilizes nutrients, food materials, to meet body needs. Nutrition is the food you eat and how your body uses it. Good nutrition means that the body is well nourished with containing essential nutrients in the amounts needed, and, further, that the body has put these nutrients to work. The indications of good nutrition are shiny hair, clear skin, clear eyes, erect posture, alert expression, firm flesh, and well developed bone structure.

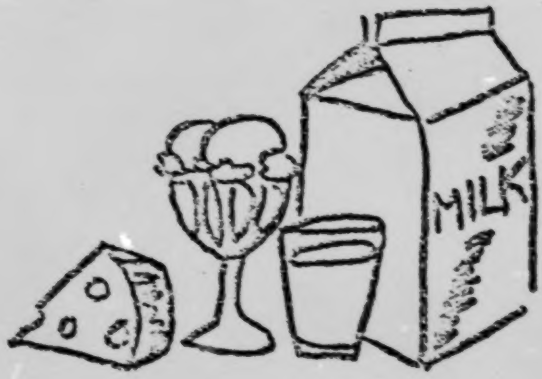
Nutrients are substances conveying nourishment to be utilized by the body. The key nutrients are protien, fat, carbohydrates, vitamins, minerals, and water. All these nutrients are provided through our every day diet of the basic four, which are the milk group, meat group, vegetables and fruits group,and bread and cereal group.



MILK GROUP

Milk is outstanding in its contribution of calcium, fine quailty protein, and riboflavin. Milk is our main source of calcium for bones, teeth, muscles, nerves, and blood. Dairy foods, meat, and eggs supply the highest quality proteins.

3 or more glasses milk-children
4 or more glasses-teenagers
2 or more glasses-adults
Cheese, ice cream and other milk-made foods can supply part of the milk



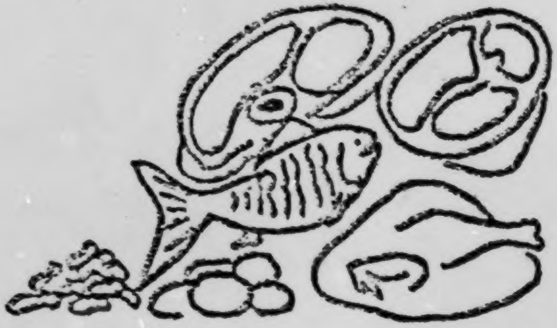
MEAT GROUP

Foods in the meat group are important for high quality protein, iron, niacin, and other B-vitamins. Body cells cannot live, reproduce, or repair themselves without protien.

Complete protiens, those which contain all the essential amino acids, are supplied from animal food such as meat, fish, eggs, cheese, and milk.

2 or more serving daily

meat, fish, poultry, eggs, with dry beans, peas, and nuts as alternates



VEGETABLES AND FRUIT

A serving of citrus fruits and juices, especially orange and grapefruit, provides generous amounts of vitamin C and can be counted on to supply a large portion of the recommended amounts of the nutrients for most people; however, vitamin C is not stored in the body and must be supplied daily.

4 or more servings daily

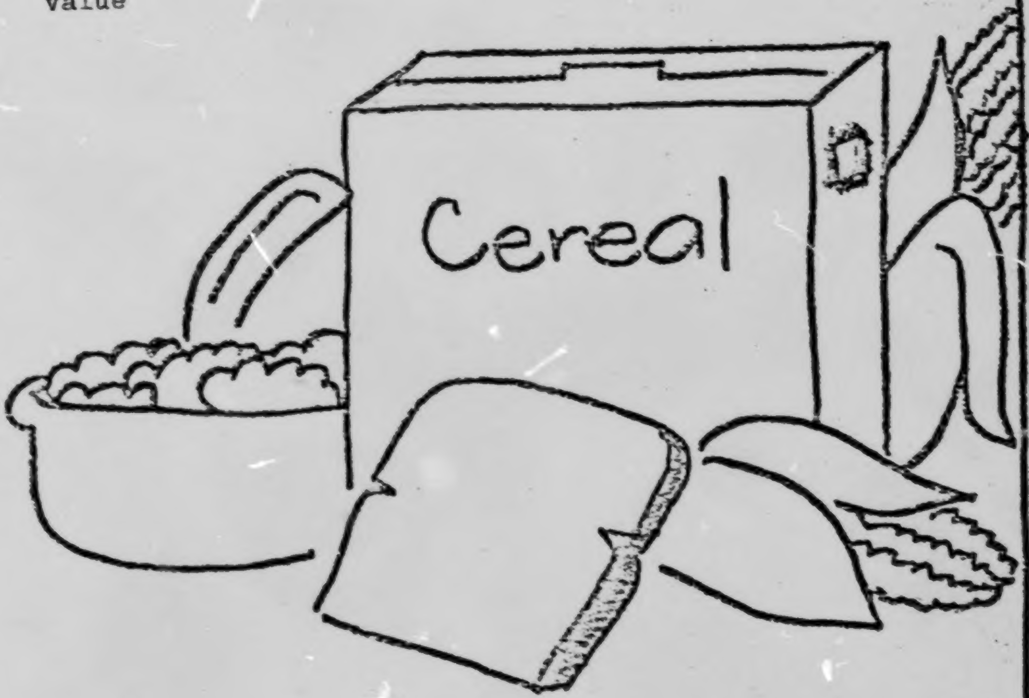
include dark green or yellow vegetables, citrus fruit or tomatoes

BREAD AND CEREAL

Foods in the bread-cereal group contribute significant amounts of the B-vitamins as well as protein, iron, and food energy. Butter on bread contributes vitamin A and more food energy, along with food flavor.

4 or more servings daily

Enriched or whole grain. Added milk improves nutritional value



DETERGENT FOODS

There are many ways to reduce tooth decay. One good way is by substituting natural, detergent foods for those harmful carbohydrates. Most raw fruits and vegetables are detergent foods. They are high in water content, and there fibrous texture actually cleans the teeth, and because the are chewed for a long time, the saliva flow is increased and the mouth is rinsed.

DETERGENT FOODS

celery
carrots
cabbage
lettuce
cucumbers
radishes
green peppers
califlower

tomatoes
cantaloupes
watermelons
oranges
apples
plums
pears
pickles

FLUORIDE

Fluoride solutions, gels, mouth rinses, and toothpastes all help reduce tooth decay. Although none prevent decay as well as fluoridated water does, they can give additional protection to decay-prone children and adults. Topical fluoride (those applied on tooth surface) and fluoride tablets are used most frequently where community water fluoridation is not practical.

Often, before applying fluoride, a dentist or dental hygienist will clean the teeth. Then they will apply the fluoride gel or solution in a tray (mouth piece) and place it the teeth or a couple of minutes. The fluoride unites with the teeth enamel making the tooth more resistant to decay.

There are also fluoride applications that can be used at home. The dentist may prescribe a fluoride gel to be used in a special mouth guard-type tray or a new special fluoride mouthrinse can also be used at home.

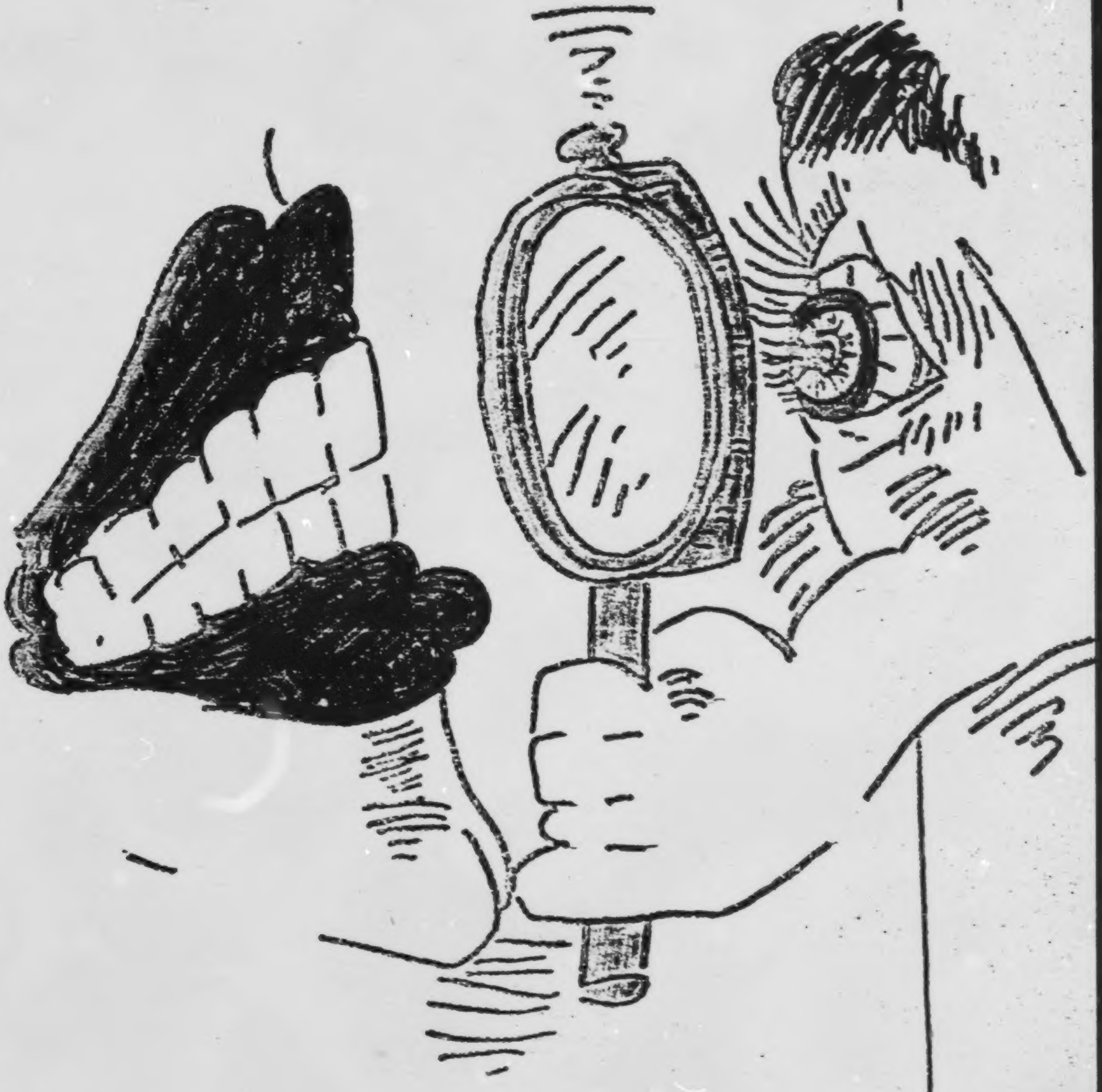
There are fluoride tablets that can be prescribed by a dentist, however, the success of this type of fluoride depends on the child intaking the tablets continuosly for 8-12 years until permanent teeth are formef and have come out into the mouth through the gums.

Fianally, some fluoride toothpastes can help reduce cavities. Some fluoride products, including theses fluoride toothpastes, have been proven helpful in preventing tooth decay and accepted by the council of the American Dental Association.

Even fluoridation of public water supplies and other mean of using fluorides will not prevent all tooth decay. They are clearly helpful, you must help yourself by brushing and flossing daily to remove harmful plague, eat a well balanced meal with limited sweets between meals, and see the dentist regulary. This all together a the best method to prevent tooth decay.

CONTROL DE PLACA

YOLANDA GUTIERREZ
UCLA EXTENTION



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PLACA

La placa bacteriana es una mezcla de saliva, residous alimenticios, y bacteria.

Bacteria t Residuos alimenticious t salvia = PLACA

La placa todo lo cual se combina para formar una estructura invisible sobre la superfice dental. La acumulación de placa es la causa principal de la enfermedad Periodontal. La placa sin embargo puede ser controlada siguiendo un programa de cepillo y uso de seda dental.

A menos que se quite la placa provee un ambiente ideal para el desarrollo de una película áspera y porosa conocida como cálculo, o sarro.

El cálculo se encuentra sobre y bajo las encía. La textura de la placa es aspero y hace un lugar excelento para la acumulacion de placa.

Su dentista primero remove cálculo con un instrumento o una unida ultrasónico. Luego el dentista da lustre a los dientes y esto hace difícil que se adherise la placa.

REVELADOR

Su dentista puede ayudarle a evitar la pérdida de los dientes si lo visita frecuentemente. Le puede dar instrucciones sobre el control de la placa, pero sólo usted puede limpiar los dientes de la acumulación diaria de la placa.

Como es difícil ver la placa, el colorerla le ayudará a descubrirla antes de limpiarla de sus dientes. Esto se hace facilmente usando tabletas o soluciones reveladores. Le mostrarán claramente donde se encuentra la placa.

-Mastique una tableta o enjuague la boca con una solucion

-Vacíe la boca

-Examine los dientes con un espejo en un lugar bien iluminado
El color que se puede ver en los dientes es la placa que se debe quitar por medio del cepillo y seda dental. Cuando desaparece el color de los dientes, la placa se habrá quitado completamente.

-Al principo, tal vez será necesario colorear la placa cada vez que cepilla los dientes o usa la seda dental, pero despues de mas experiencia en limpiar los dientes, se necesitará sólo una inspección ocasional.

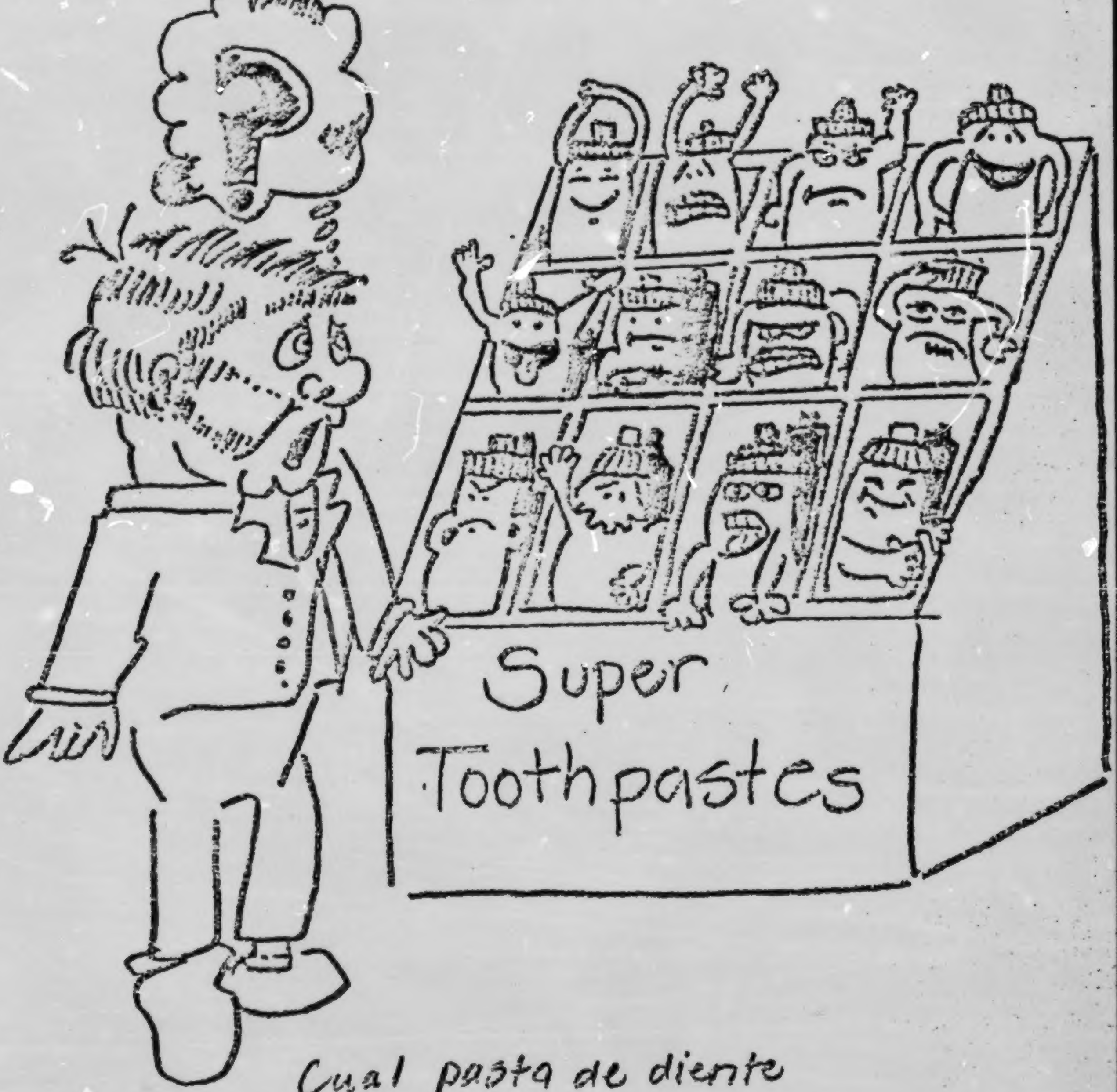
PASTA DE DIENTES

Tentar escoger una pasta de dientes es veces una problema dedícil. Pasta de dientes esta fabricada para remover placa no por razones cosmeticas. Unas pastas contenen agentes que cambian el color de los dientes.

La pasta mas mejor en el mercado es la pasta que contiene fluorro y que a recibido aprobación da la Association de Dental Americana, y indicado en el paquete.

El fluorro en la pasta dental tiene prueba ser efectivo en disminuir el pudrimento de los dientes y da alto a las caries dentales.

Pasta
Heroe
ADA


Super Toothpastes

Cual pasta de diente compro?

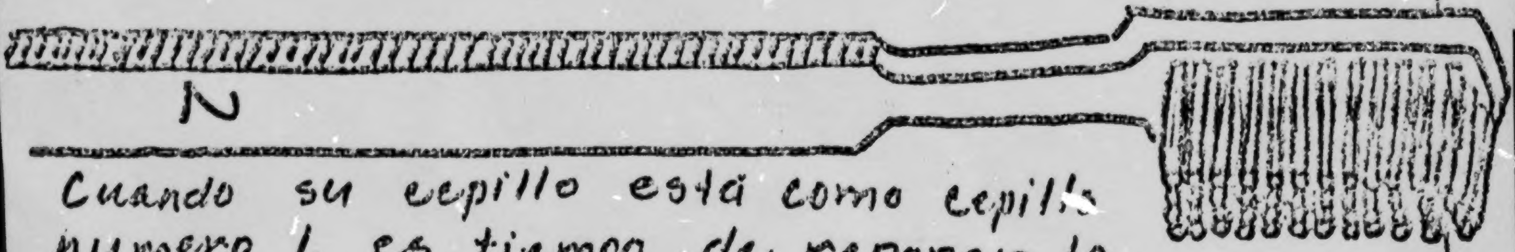
EL PROPÓSITO DE CEPILLAR LOS DIENTES

El propósito de cepillar los dientes es para remover la placa y todo resuduo alimenticious que se encuentra sobre la superfice de los dientes. Para limpar los dientes se necesita dos instrumentos importantes: un cepillo y la seda dental. Es muy importante tener un método bueno para cepillarse los dientes. El método Bass es un método excelente.

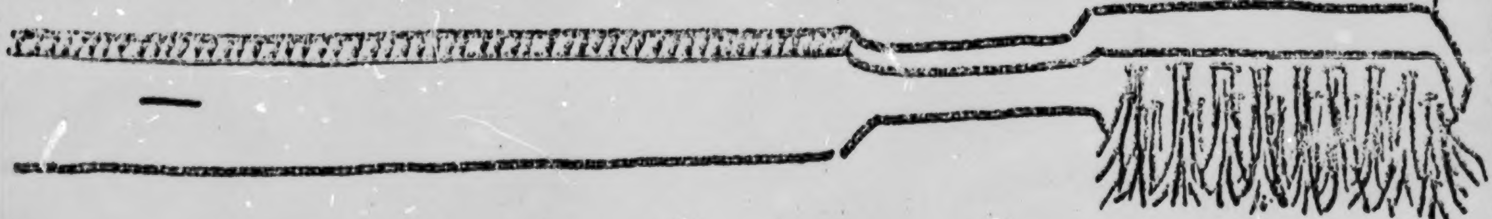
CEPILLOS

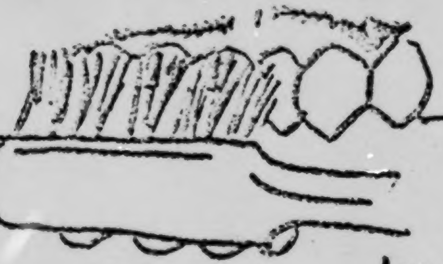
Hay muchos diferente tipos de cepillo en el mercado. El más mejor y más recomendado es y ceillo manual, mango derecho, superfice plano de 1-1 1/4 de una pulgada de largo y 3/8 de una pulgada de ancho.

El cepillo electrico tambien limpa los dientes bien. Cepillos se deberian reponer a lo mínimo de 2 veces al año, cada 6 meses, o cuendo las cerdas extenden a a lado.



Cuando su cepillo está como cepillo numero 1. es tiempo de reponer lo por un nuevo, como numero 2.





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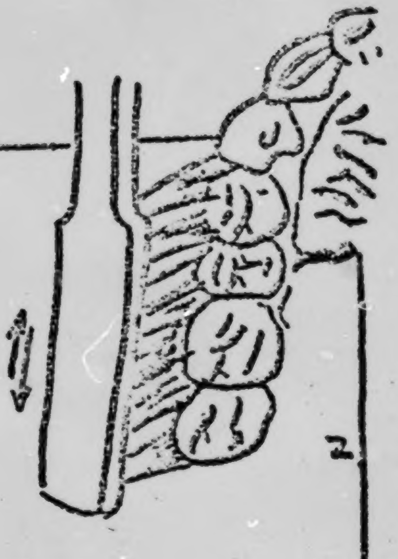

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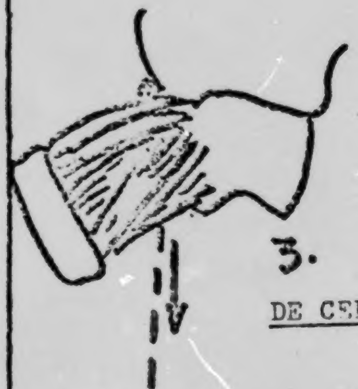


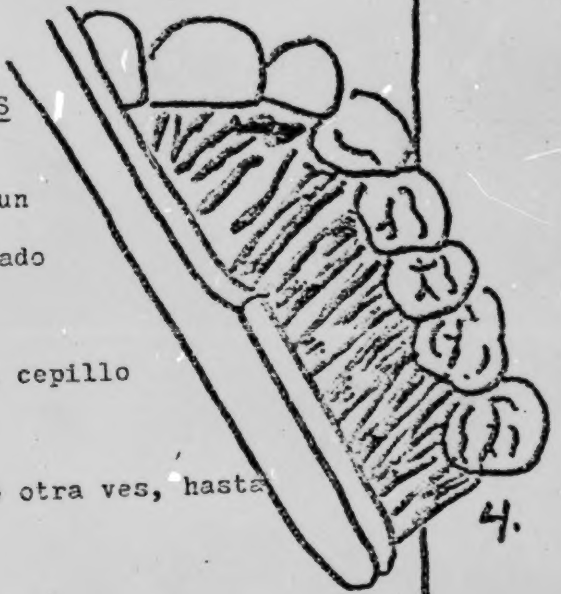
3.

EL METODO

DE CEPILLAR LOS DIENTES

1. Coloque las cerdas del cepillo a un angulo de 45°. Comiense por el lado facial derecho de arriba.
2. De vibraciones con las cerdas del cepillo por 10 segundos.
3. Luego frote asi pabajo y comience otra ves, hasta completar el lado facial.

4&5.Luego cepille el lado lingual.



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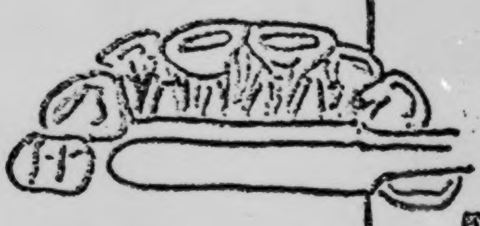

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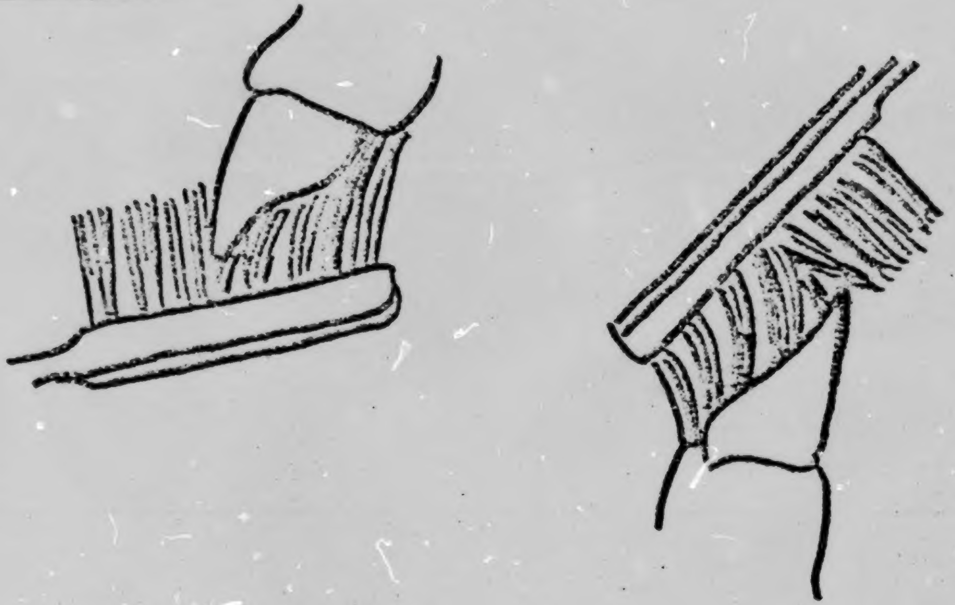


6&7. Para alcanzar el lado paladar de los dientes anteriores coloque el cepillo en forma vertical y frote asi bajo con el cepillo.

SEDA DENTAL

Seda dental es hilo de fibra que es un método efectivo para remover placa en las áreas entre medio de los dientes. Hay numerosos modos de usar seda dental. La seda dental recomendada mas es la seda dentál sin cera. Si las áreas entre los dientes estan bien cerrado se usa seda dental con cera.

MANIPULATION

-corte 2 pies de seda dental y envuela la major parte en el dedo cordial

-deje una plugada entre medio de los dedos , contrle y guía la seda con los dedos indices

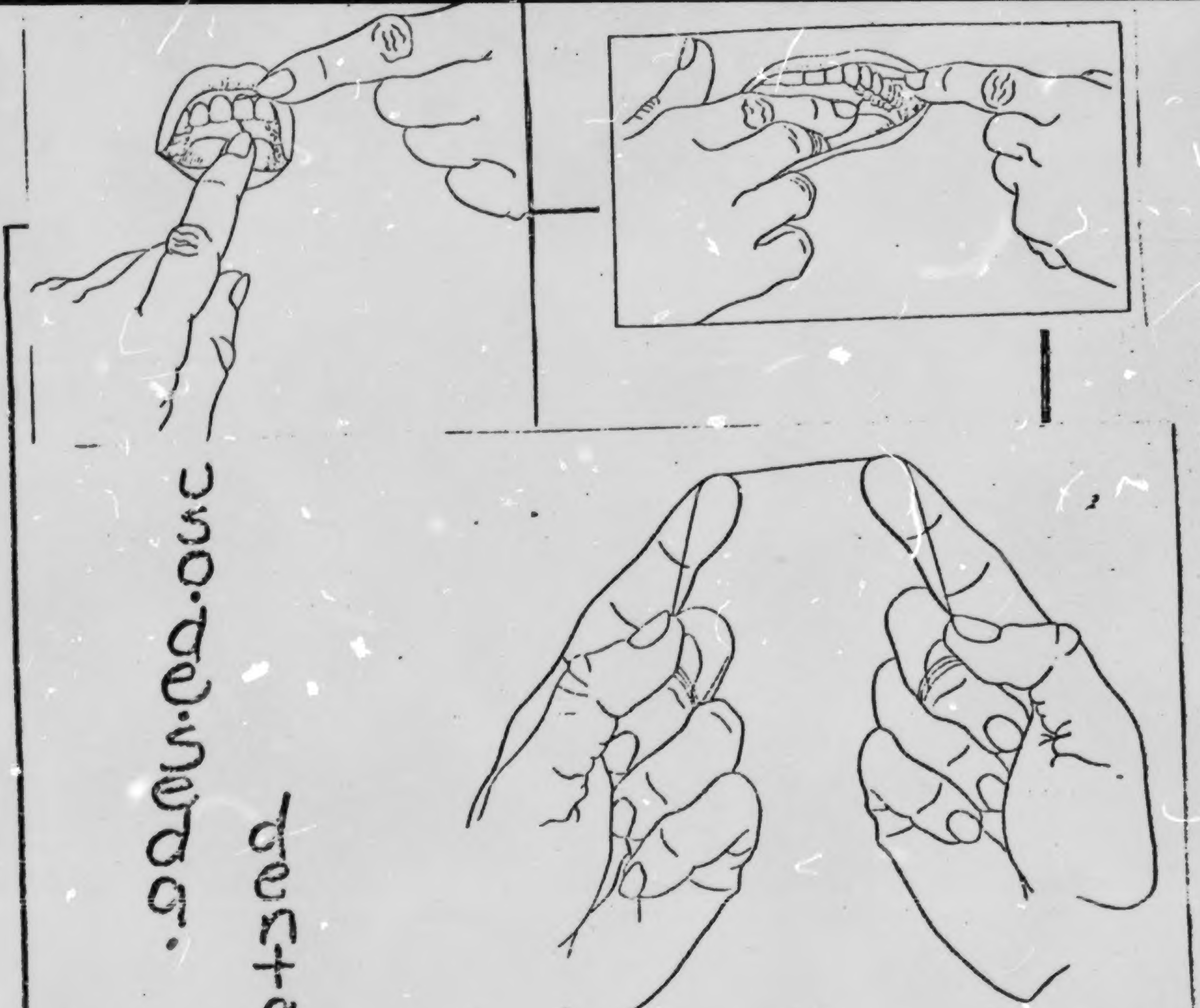
-esta preparado para empezar

-ponga la seda entre los dientes (no presione demasiado) muévala atrás hace adelante suavemente para desatar comida entre medio de los dientes

-manteniendo la seda firmemente contra el diente, muévala de arriba hacia abajo, raspando la superficie del diente y entre medio de los dientes

-repita este proceso en cado uno de sus dientes

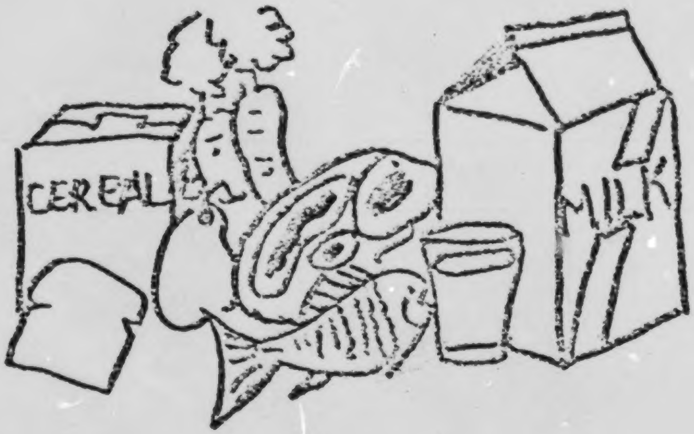
uso·de·seda.
dental



NUTRICION Y BASICO CUATRO

Nutrición es el procedimiento de cual un individuo utilise nutricios, materiales de comida para la necesidad del cuerpo. Nutrición es la comida que uno come y come lo usa el cuerpo. Una nutrición buena , el cuerpo esta en bien saludable por medio de nutricios. Las indicaciónes de una buena nutrición son, pelo que brilla, piel claro, ojos claros, postura derecha, expresion alerta, y buen desarrollo de los huesos.

Nutricios son substancias conduce nutrimentos que el cuerpo utilise. Los nutricios son proteína, gordo, carbrhidratos, vitaminas, minerales, y agua. Todos estos nutricios prevenen una buena diata que son el básico cuatro, grupo de leche, grupo de carne, grupo de vegetales y frutas, y el grupo de pan y cereal.



GRUPO DE LECHE

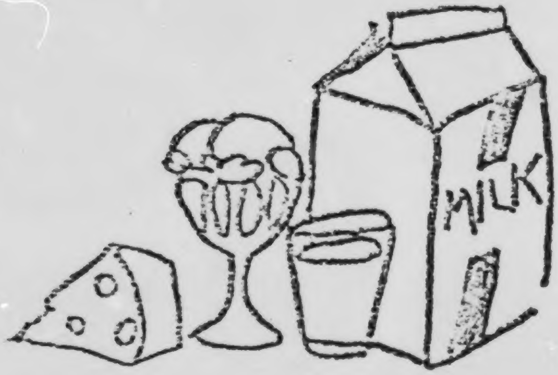
La lechees medio extraordianario en su contribucion de calcio en buen calidad de proteína y roboflavinia. La leche es el origen principal de calcio para los huesos, dientes, músculos, nervios, y la sangre. Comidas de lechería, carne, y huevos da provisión de calidad alta.

3 vasos o más de leche diaro-niños

4 vasos o más de leche diario-adolescente

2 vasos o más de leche diario-adultos

Queso, nieve, y otras cosas hecho de leche dan contribucion de parte de la leche



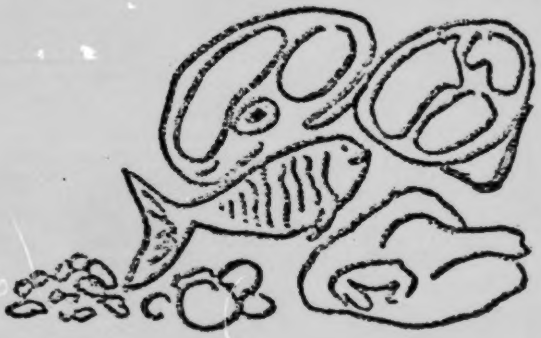
GRUPO DE CARNE

Comidas en el grupo de carne son importantes en la cntribucion de proteina, ferro, niacina, y vitamins B. Células del cuerpo no pueden vivir, reoroducir, o reparase solo sin proteina.

Proteinas completos, esas que contenen acidos animos, dan provisión de comida de animal como, carne, pescado, huevos, queso, y leche.

2 o más servidas diario

carne, pescado, pollo, nuezes, como alternativos



VEGETALES Y FRUTA

Un servido de fruta cítrico es especilmente narangas y toronjas que dan provisión de la vitamina C y puede dar un contado en el supplemento grande de lo recomendado de nutricios para la major parte de gente. Vitamina C no se queda en el cuerpo y debe ser supplemento todo diario.

4 or más servidas diario

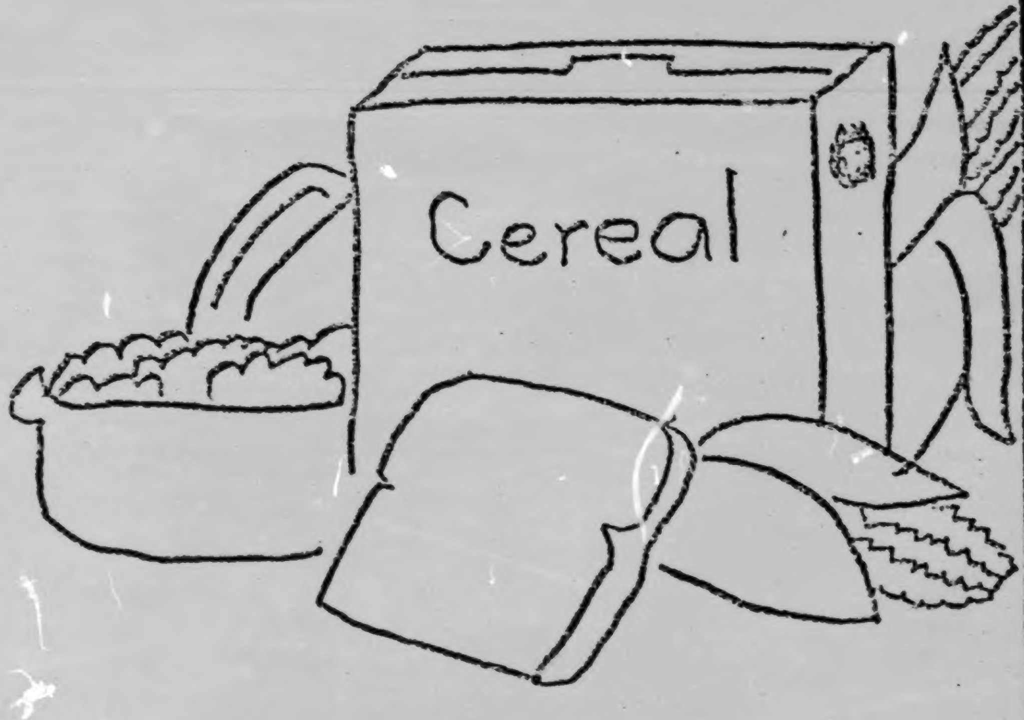
incluye vegetales verdes y amarillos, frutas cítricos o tomates.

GRUPO DE PAN Y CEREAL

Comidas del grupo de pan y cereal da contribucion significante suma de vitamina B como proteinas, ferro, y comida de energía. Pan con mantequia da contribucion a vitamina A y más comuda de energia, y tambien tiene buen sabor.

4 o más servidas diario

Pan enriqueso o granular con leche tiene más nutritivo de valor.



ALIMENTOS DETERGENTES

Hay muchos modos de reducir pudrimento de los dientes. Un modo es ser una substitution de comidas que son detergente natureales por comidas carbohidratos dañosos. Comidas detergentes tienen un contento de mucha agua, tienen una textura de fibras que limpan los dientes, por que son masticados por mucho tiempo y la saliva aumenta y la vaoca se lava.

ALIMENTOS DETERGENTES

apio

sanahorias

repollo

lechuga

pepinos

ravanos

chiles verdes

califlor

tomates

melones

sandias

naranjas

manzanas

siruelas

peras

pickles

FLUORRO

Solución, enjuage de la voca, pasta de los dientes con fluorro, todos ayudan disminuir pudrimento de los dientes. No prevenir pudrimento de los dientes tan bien como agua con fluorro. Fluorro tópico y tabletas de fluorro son usado más frecuente en comunidades donde no hay fluorro en la agua.

Casi siempre antes de applicar a fluorro, el dentista limpa los dientes. Luego applica el fluorro y lo ponen en una charola de la voca y la dejan por unos segundos. El fluorro unide con el esmalte del diente para hacer el diente más resistencia a pudrimento.

Tambien hay applicaciones de fluorro que si usan en casa. El dentista le precribir una solucion de fluorro con una charola de la voca, y tambien hay enjuage de la voca que se puede usar para tratamento de fluorro.

Hay tambien tabletas de fluorro que le puede prescribir pero este typo depende del acceso que se toma. Un niño debe que tomar las tabletas de 8-12 años hasta que los dientes permanentes se formen.

Finalmente fluorro en agua publica reduce caries pero no prevene pudrimento. Si ayuda pero es visto claramente que tiene que seguir una buen programa de cepillo y seda dental para remover la placa, y una buena dieta.

PLAQUE CONTROL NOTE

BY: keiko Mori
May 8, 1980

PLAQUE CONTROL NOTE

1. WHAT IS PLAQUE

2. PLAQUE AND DECAY

   How it happen

3. PLAQUE AND PERIODONTAL DISEASE

   How it happen

4. PREVENTIVE PARAPHERNALIA

   Toothbrushes

   A good brushing technique

   Dental floss

   How to use dental floss

   The sugar culture

   Eat right food

There is a new approach to cleaning your teeth, and if someone has not demonstrated the technique for you, I'd like to take you through the basic steps so that you can teach it to your children, friends and relatives. This method prevents cavities in children and gum disease in adults.

Remember the old advice, "Brush twice a day; See your dentist twice a year "? Good, but inadequate. Theold method was intended for polishing teeth and removing food particles. The new way emphasizes plaque control.

1. WHAT IS PLAQUE?

Plaque is soft, thin, invisible, film-like deposit on your teeth. A transparent film that sticks tenaciously to the teeth and can hardly be seen. This sticky film is a mat on which bacteriabreed. It forms all the time, twenty-four hours a day. They quickly colonize in sheltered areas along the gum line, on surfaces next to other teeth, and in pit and fissures on molar surfaces.

+ BACTERIA + FOOD DEBRIS + SALIVA = PLAQUE!!

The bacteria combine with food debris and parts of saliva to form plaque.

BACTERIA: the beginning of pathologic potential of plaque. Once established on the tooth surface, the smell coloies of bacteria expand and a community of bacteria begins to develop within 1-2 days. Bacteria comtinue to increase in number as well as complexity.

The unpleasant ordor of bad breath usually comes from the gas created by the bacteria in the plaque. That is why strong mouth washes work for only a short time. They disguise the smell of the mouth but do not remove the plaque, with it is gas-producing bacteria.

2. PLAQUE AND DECAY

To understand how teeth decay, we must return to the concept of plaque. Remember, plaque contains large quantities of bacteria and food debris. The kind of food debris is important; some foods are more likely to contribute to decay than others. The worst culprits are carbohydrates, particularly carbohydrates that are easily broken down into acids---easily fermentable carbohydrates. The bacteria in the plaque acts on the carbohydrates to produce acid. A large amount of plaque coupled with a diet high level of acid production.

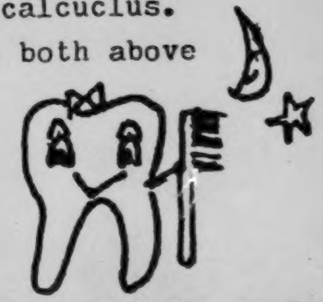
*PLAQUE + CARBOHYDRATES (become ACID) = (destroy ENAMEL) DECAY!!

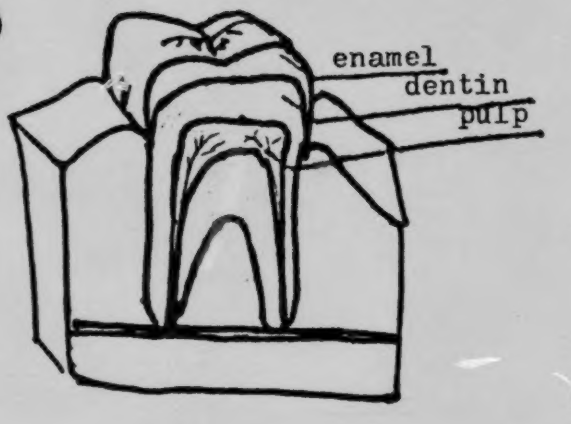
Dental investigators are still at odds about how the acid affects the teeth. They do agree on one point: the acid produced by the bacteria slowly destroys the surface of the enamel. The outer, layer covering all of the exposed area of a tooth is the enamel. It is hardest tissue in the body, much harder than bone.

Once the harder enamel is destroyed, the decay spreads through the softer dentin layer. Dentin is soft and depends on the enamel for protection. Once decay spreads into the dentin, it can proceed rapidly.

Saliva somewhat controls the decay process by neutralizing the amount of acid produced. If there is a lot of saliva, there is less acid; if there is less acid, there is less decay. When you are asleep, the saliva flow is greatly reduced. That is why it is not a good idea to eat carbohydrates before going to bed. Though high levels of saliva tend to favor calculus build-up, this is outweighed by the beneficial effects of diminishing decay. If plaque stays on the teeth for a long time, it will eventually harden and form a crusty material called calcuclus. Calculus is a hard deposit which formes on the teeth both above and below the gum.

LET'S BRUSH YOUR TEETH BEFOR YOU GO TO BED!!!!!



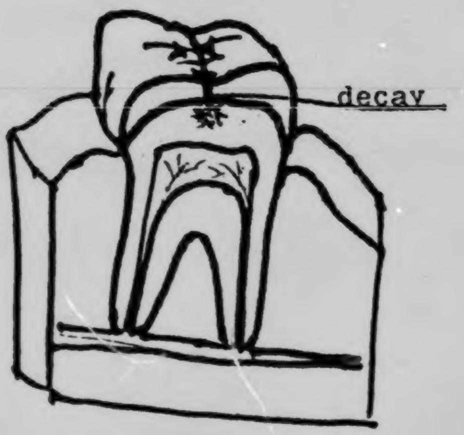


NORMAL TOOTH

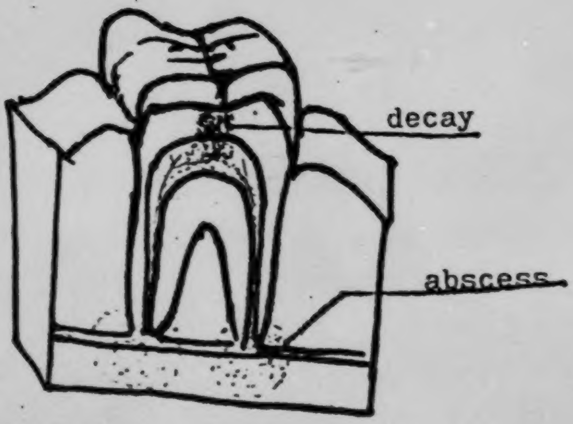
ENAMEL: the hardest tissue in our body, much harder than bone. There are no nerves in enamel.

DENTIN: soft and depends tissue. It contains nerve fibers is highly sensitsve.

BULP: the blood flows into the pulp bringing nutrition; the nerve give it sensitivity.



DECAY BEGINS



THE DEATH OF A TOOTH

death; decay has invaded the tooth's vital center -the pulp- and the tooth is dead.

3. PLAQUE AND PERIODONTAL DISEASE

DO YOU HAVE.......

1. Bleeding gum when you clean or brush your teeth?
2. Bad breath?
3. Soft, swollen or tender gum?
4. Pus form the gum line on pressing?
5. Loose teeth?
6. Gum shrinking away from the teeth?
7. Any change in the way your teeth come together?

Any "YES" answer may mean you have gum disease, which we called Periodontal Disease.

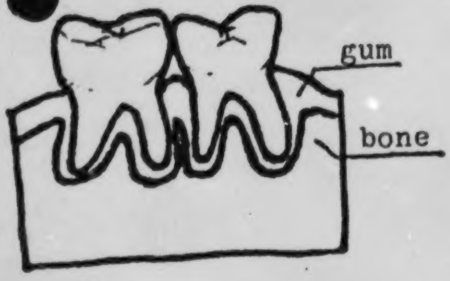
Severe Periodontal Disease is found much less often in children than adult. However, a large percentage of Periodontal Disease in later life are due to neglect or poor care of the mouth during childhood.

It has been estimated that 90% of all Americans over the age of 35 are afflicted to some degree.

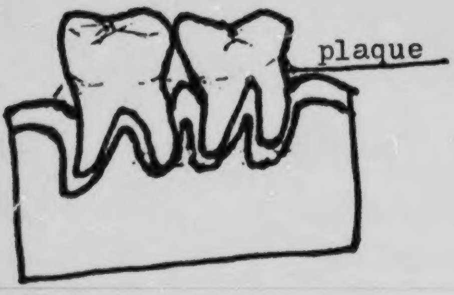
As you know, the prefix "perio" means around. Therefore, periodontal disease refers primarily to soft tissue and bone destruction around the teeth. When a tooth loses its bone support, trouble follows. That tooth is no longer a strong, functional tooth.

Periodontal disease is caused by plaque. A primary symptom of this disease is inflammation wjth varying degree of bleeding, but the great danger lies in the accompanying damage to the underlying bone. Perhaps the reason so many people become careless and, therefore, victims of this common disease is that they cannot actually see the underlying bone destruction occurring.

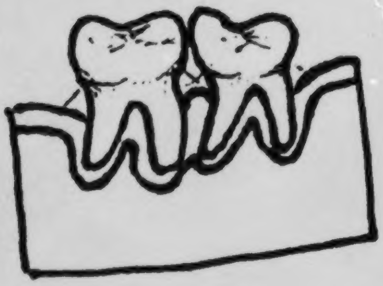
IT IS POSSIBLE FOR PERIODONTAL DISEASE TO DESTROY AN ENTIRE MOUTH AND HAVE NO DECAY PRESENT IN THAT MOUTH!!



Bacterial plaque is the great bone destroyer and tooth killer. It is particularly dangerous because of its presence in the gum crevice. If the bacterial plaque is not removed, the toxins stay in contact with the surrounding tissue causing inflammation.

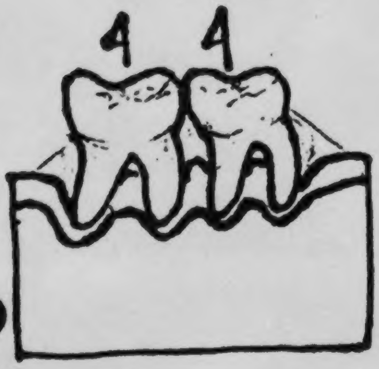


The inflammation continues; the bacterial activity begins to spread. Pockets begin to form between the teeth and the gum. These pockets create room for even more bacterial activity. A vicious cycle is created.



The old-fashioned word "pyorrhea" means "pus flow." The charaateristic pus formation follows the bone infection. Bone destruction follows. The patient is usually not aware of any problem.

TOO LATE!



As the bone is destroyed, the teeth become loose. Remember the fence post; if only one-third of the post remains in the ground, it is no longer a solid post. The same is true for teeth.

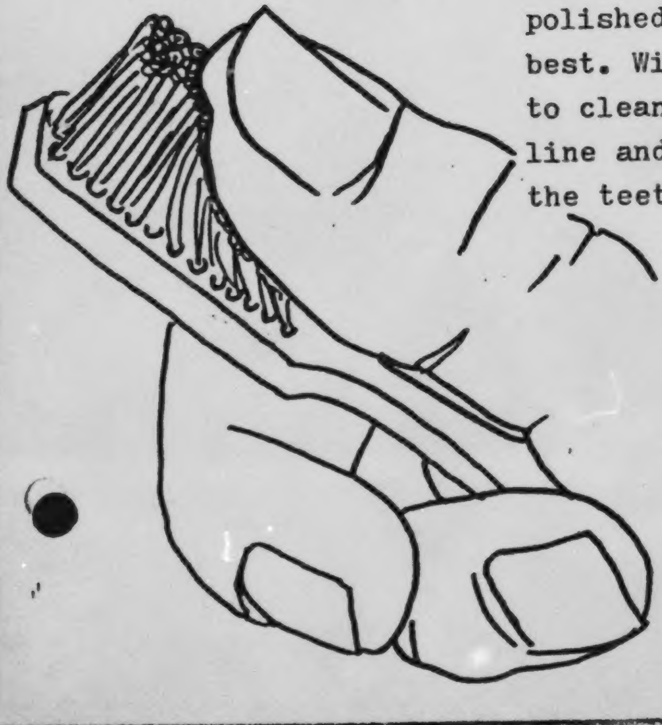
4. PREVENTIVE PARAPHERNALIA

Now for the good news. Although your plaque works around the clock, plaque can be controlled. If the formation of plaque is interrupted once every twenty-four hours, it cannot hurt your teeth. This is one of key concepts of preventive dentistry, and it grew out of the research on plaque. If you spend a few minutes once a day brushing and flossing away plaque, you will be taking the single most important step toward oral health.

TOOTHBRUSHES - IS THERE A DIFFERENCE?

MANUAL TOOTHBRUSHES: have nylon or natural bristles, both clean the teeth equally well. When the nristles begin to flare out, your toothbrush is worn out; buy a new one.

Toothbrushes come in there grades of firmness: hard, medium, and soft. Hard bristle toothbrushes are not recommended the way there were yease ago. Use a soft, multi-tufted brush with a slender bristle. The polished, rounded-end bristle type is the best. With this kind of brush you are able to clean the critical areas, along the gum line and between the teeth, without damaging the teeth or the tissue.

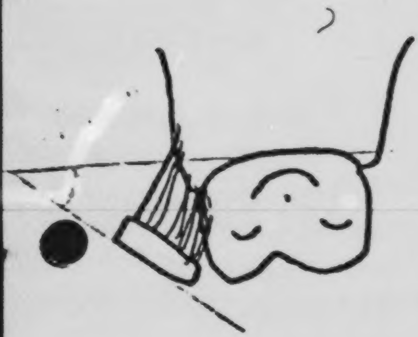


IS IT SOFT??

A GOOD BRUSHING TECHNIQUE

The brushing technique illustrated is a combination of several well-tested brushing patterns. If you are doing a good cleaning job with your own "unique" technique, stick to it. As long as you are not injuring the gums or abrading the teeth, the most important thing is breaking up and removing the plaque.

Brush gently but with enough pressure to feel the bristles on the gum. Do not use so much pressure that you feel discomfort.



For the outside of your teeth place the brush with the bristles st the junction between your teeth and gums...at rourhly a 45 degree angle.

About one third of the bristles should be on your gums and the rest on your teeth.

Apply light pressure to flex the bristles and vibrate or jiggle the brush for 10 seconds.

Move to another area and do it again.

TIP: Do not use toothpaste the first few times you practice brushing this way.

Practice in front of a mirror.

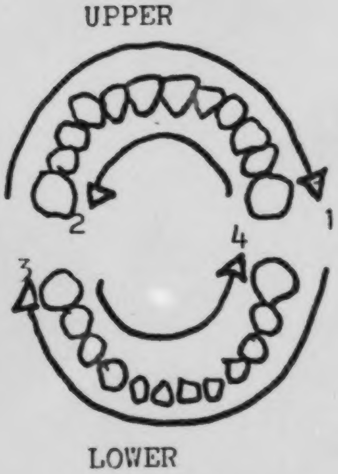
1... Start at upper righ side of outside

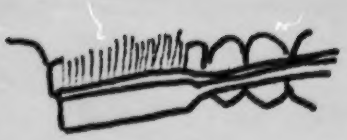
2... Then brush inside surface

3... Go down, lower left, outside surface

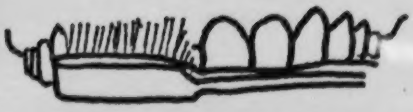
4... Inside of lower jaw righ to left

When you brush your teeth, clean the inside of your cheeks, scrub the top surface of your tongue, and roof of your mouth. Cleaning only teeth is not enough; keep the entire mouth clean!

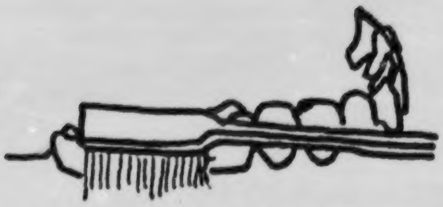




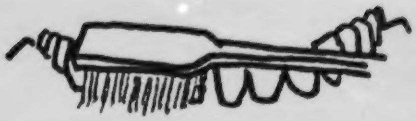
upper back teeth



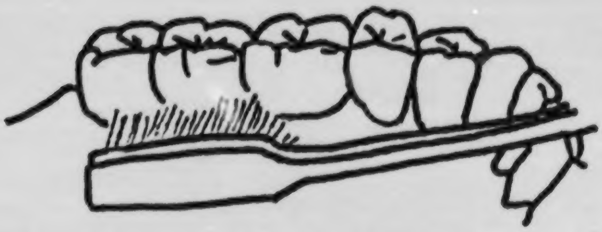
upper front teeth



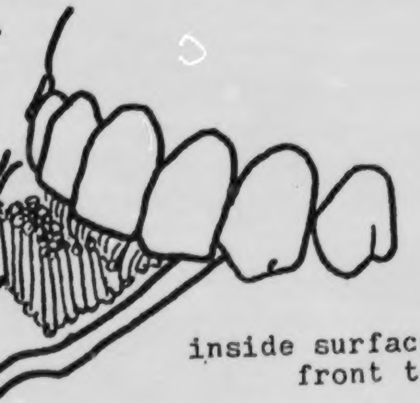
lower back teeth



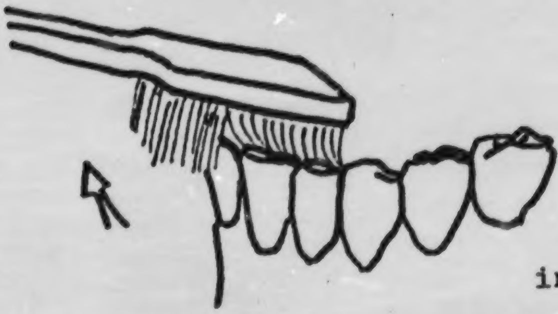
lower front teeth



inside surface of back teeth



inside surface of upper front teeth



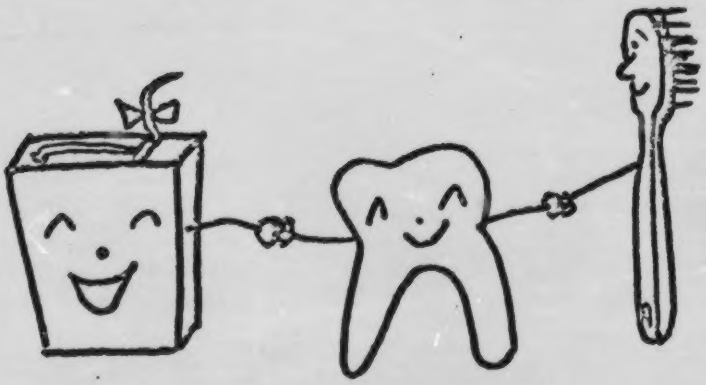
inside surface of lower front teeth

DENTAL FLOSS - FUNDAMENTAL OR FAD?

Flossing is in. It may even become a fad. Everyone is learning how to do it. Flossing is simple, inexpensive, and the results are unbelievable. Itis impossible to clean between the tooth and tooth without floss. Flossing and brushing combined are a deadly team when it comes to removing plaque.

The space between teeth is a natural trap; food is easily caught there and is difficult to dislodge. The bacteria have a field day. Plaque builds up rapidly and is difficut and often impossible to remove with a toothbrush. Flossing removes the food debris and, if done properly, will remove plaque also. Floss polishes the teeth, making it more difficult for the plaque to adhere to them. It is safe to say that if you floss your teeth and do an adequate job of brushing, you willnever have another cavity or gum disease.

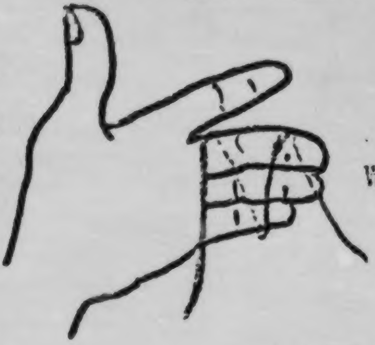
Dental floss, there are two kinds of floss, waxed and unwaxed. Use waxed dental floss at first. It is the easier, to use; you do not become frustrated in the process of learning. When you know how to floss, change to the unwaxed kind of the same size. Unwaxed floss does not leave a film of wax on the teeth.



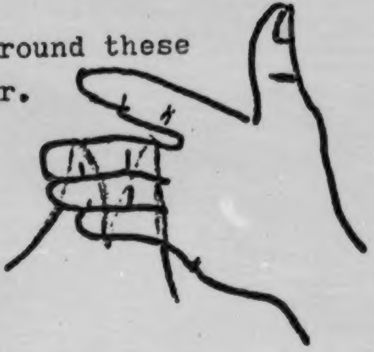
MAKE IT A HABIT TO FLOSS AND BRUSH!!

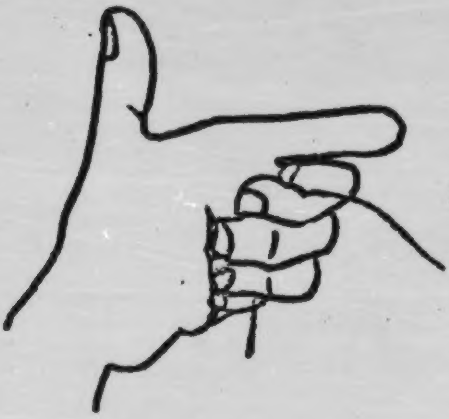
LEFT HAND:

RIGHT HAND:

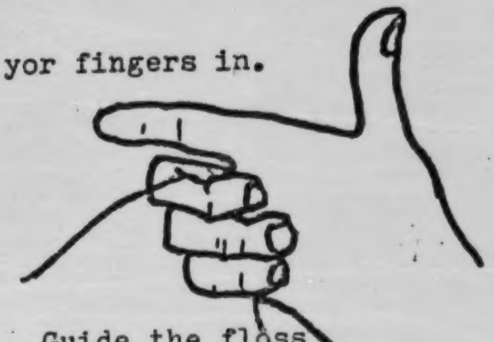


Wrop floss around these three finger.

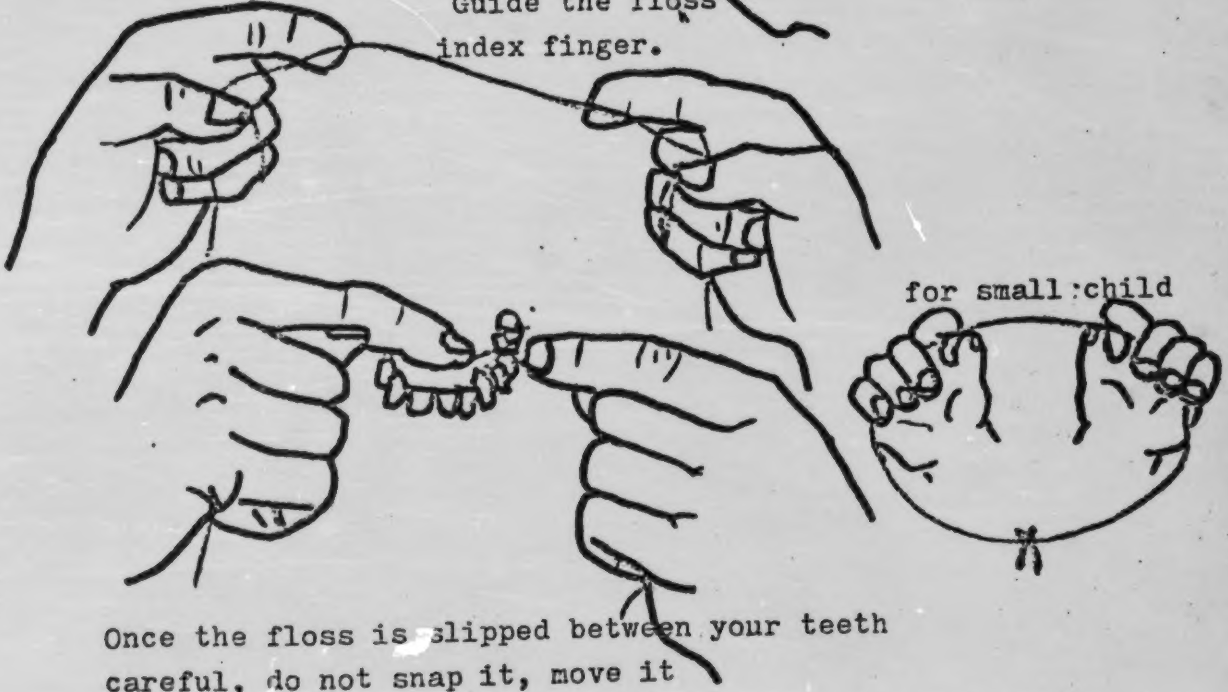




Bend yor fingers in.



Guide the floss index finger.



for small child

Once the floss is slipped between your teeth careful, do not snap it, move it back and forth several times to dislodge trapped food. Now, move the floss up and down against the side of the tooth.

THE SUGAR CULTURE

In our culture children develop a desire for sweets at an early age. Many infants are first exposed to them in the form of commercial baby foods. Eating large amounts of sugar at any age is irrational, but for children it is particularly so. Children are unaware of the value of nutrition, but as a parent you can control their diet to ensure good health. Allowing your child to eat too much sugar is not only generally unhealthy; it ruins his teeth.

STICKY CARBOHYDRATES ARE THE WORST!!!!

As far as tooth decay is concerned, the easily fermentable carbohydrates are the foods most responsible. These are the food which are quickly changed to acid in the mouth. The acid produced destroys enamel and cavities are result. Sticky, easily fermentable carbohydrates are the most damaging. The following things are some children like to eat, such as:

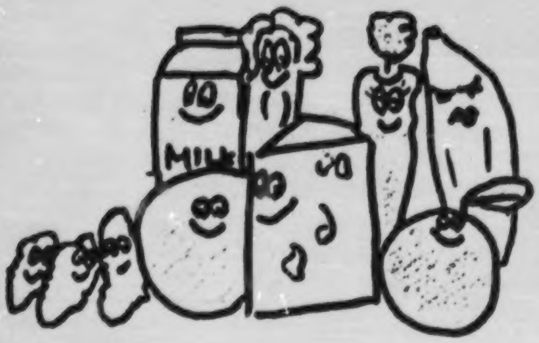
*soda pop
*chocolate milk
*imitation frut juices
*ice cream
*gum
*condensed milk
*cocoa
*jam and jellies
*cake, cookis, candy
*marshmallows

All of them are harmful to teeth. It is the effect on teeth we are most concerned about.

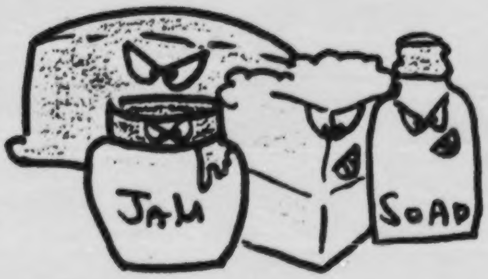
EAT THE RIGHT FOOD!

Good eating habits are important as good dental habits. Food that keep your whole body healthy also keep your teeth, gum, and jaw-bone healthy. Foods are like:

*celery
*cabbage
*lettuce
*orange
*tomatos
*carrots
*pickles
*radishes
*apples
*pears



THE GOOD GUYS



THE BAD GUYS

Eat the good guys and take nutrition from it, and make healthy teeth and gums.

If you must eat between meals, eat food that are low in sugar or those that help clean your teeth.

that Your teeth

プラークコントロール

By: KEIKO MORI
May 8. 1980

プラークコントロールノート・

1. 歯石、又は プラーク とは 何でしょう

2. 歯石，プラーク，と 虫歯
   正常な歯から 虫歯迄のステップ

3. プラーク と 歯周疾患
   歯周疾患のステップ

4. 歯を清潔に．
   効果的な ブラッシング
   フロッシング
   栄養のある食物

歯を清潔にするということは 大変 大切なことですが ほとんどの人が "しかた,方法"を 正しく知っていません。そこで これから 歯石のコントロールの仕方を 中心に ブラシの正しい使い方. フロッシングなどを紹介したいと思います. 又、一度 ならった方は. 子供や友達 親類の人などに 教えて あげて下さい. そうすることが 子供の虫歯, 大人の歯茎の病気を減らす 第一のステップなのです。

昔から伝えられているように. 「歯は一日二回はブラシすること. 又 アメリカでは 歯医者には年に二度は行くこと」と言われています。

でも 一番 大切なことは 個人の毎日の生活の中で 歯を清潔にすること ということなのです。

1. 歯石, 又はプラーク, とは何でしょう.

「主として細菌とその産生物からなる有機的な透明な付着物で, ペリクルの上に付着する場合と 歯面に直接付着する場がある. プラークの約20%は固形物で 残りは水分。固形物の約70%が細菌. あとは. 白血球. 食細胞などが含まれている。又 プラークは 空気. 水のスプレー, うがいなどでは完全に除去できない」とされています。簡単に書きますと.

バクテリア + 食物のくず + 唾液 = プラーク. 歯石.

となっています。又 これらのものは 24時間 たえず 作られています。

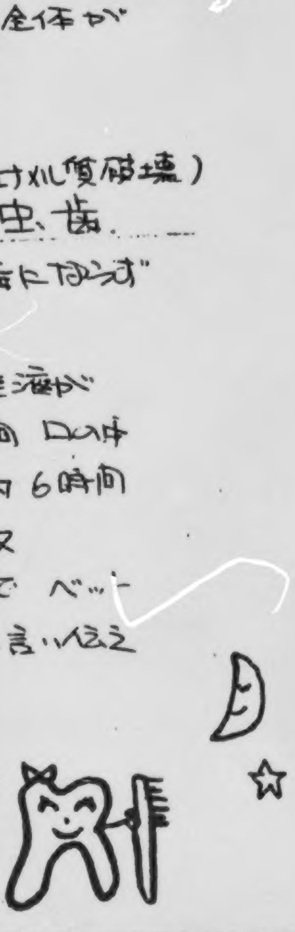
よく．うがいを一日に何回にも口臭が消えない
という話しを耳にしますが．それは口臭の原因である
歯石．つまりプラークを取り除いていないからです．
口臭の原因のほとんどが歯石に含まれているバクテリア
からうまれてくるものです。

2. 歯石，プラークと虫歯の関係

虫歯というのはどうゆうふうに始まるのでしょう？
結論から書きますと．原因はプラークと炭水化物
の結合により出来る．酸がエナメル質をとかすことです．
エナメル質は非常に堅いものですが酸には弱く．時間を
かけて少しづつ破壊されていきます。一度表面のエナメル質
を壊わされると．内側は比較的ソフトな象牙質，歯髄
なので．エナメル質を破壊するよりも短時間で歯全体が
虫歯となってしまうわけです。

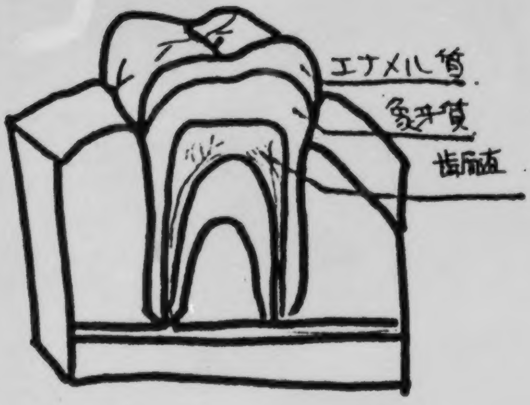
プラーク（歯石）＋炭水化物（酸となり）＝（エナメル質破壊）
虫歯

プラークを取り除くということはそれだけ虫歯にならず
にすむということです。
さてプラークを作り出す原因の一つとして唾液が
ありましたが．この唾液というものは24時間口の中
にあるものです．ところが，みんなが眠っている約6時間
～8時間の間が一番プラークが出きやすく．又
虫歯が出来やすい時なのです。それなのでベッ
トに行く前は物はなるべく食べない．と言い伝え
られているわけです。



ベットに入る前に歯を磨きましょう！

正常な状態.

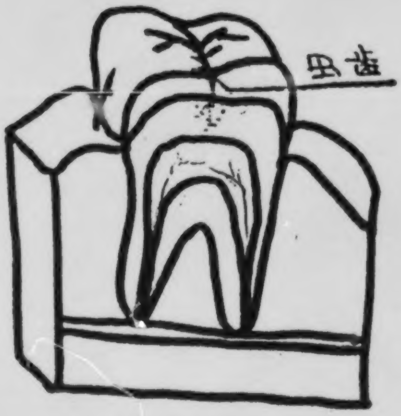

エナメル質
象牙質
歯髄

エナメル質：骨よりも堅く、私のからだの中で一番堅い組織から成り立っています.

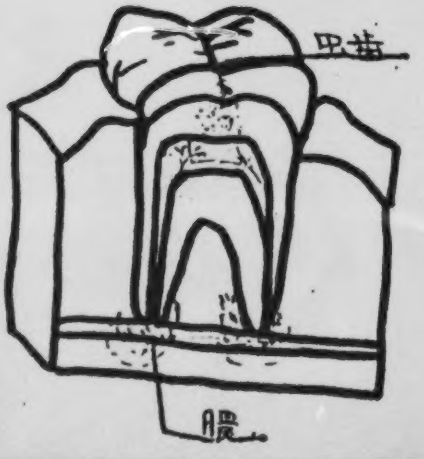
象牙質：ソフトで神経を持っている為、感じることが出来ます

歯髄：血管や神経を持っており役目としては歯に栄養を送ります。

虫歯の早いステージ



虫歯によって死んでしまった状態.



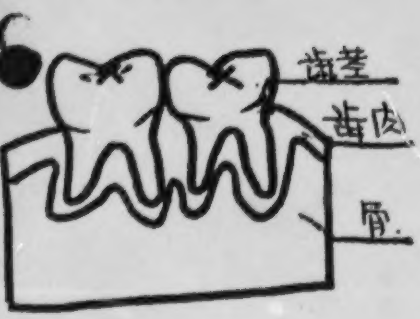
3. プラークと歯周疾患.

こういった症状はありませんか?

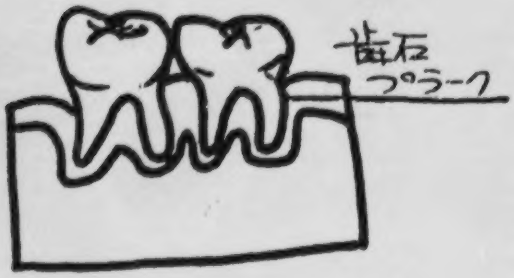
1、ブラシをしてる時歯茎から血が出ませんか?
2、口臭はありませんか?
3 歯肉が腫れたりしませんか?
4、歯肉のまわりに膿をもったことはありませんか?
5. 歯がぐらぐらしませんか?
6. 歯肉の退化に気づきませんか?
7. その他変ったことは歯茎、歯肉にありませんか?

"はい"の答えが一つでもあった方はこの歯周疾患の病気を持っている可能性があります。
さて、この歯周疾患とは何でしょう。歯肉の病気とも言いかえられます。
主に、35歳以上の大人に多く、アメリカでは90%の人達が何かの形でこの様な病気をもっています。
この病気も原因はプラークです。このプラークが歯茎と歯肉の間に溜まり、このプラーク、歯石がどんどん増し、最後には、歯肉と歯を引き離してしまうわけです。又、プラークはバクテリアを含んでいますから、歯肉、歯茎をくさらせてしまうというのがこの病気の特徴です。

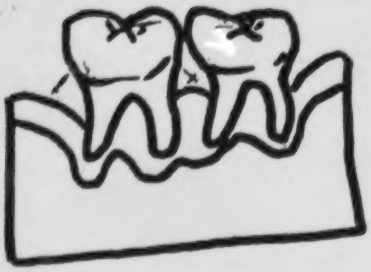
虫歯でなくともこの歯周疾患病で歯を全部なくしてしまうことも可能です!



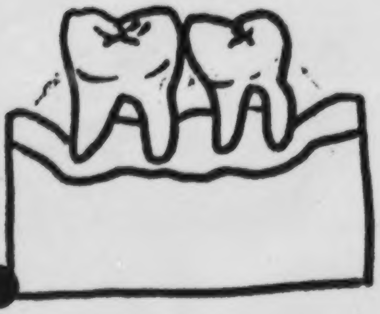
歯石の中にバクテリアが含まれており その歯石、又はバクテリアを取り除かないと歯茎や歯肉の下などにくっつきなか々固くなって取れなくなります。その状態が長く続くと歯肉が赤くなったり、腫れたりします。



もしも歯肉が腫れたり赤くなったりしてもそのままの状態にしておくと、この病態は悪化し、歯茎と歯肉の間にポケットが出来、そのポケットの中は歯石とバクテリアとなります。



それでも歯医者にも行かず手当を受けずにいると、患部が化膿する恐れがあります。又、歯肉の下にある歯をささえている骨も少しづつ退化していきます。



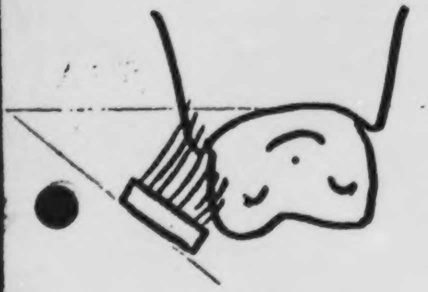
骨が消失した場合、歯は動きやすくなったり、歯としての働きである物を“カム”力がなくなります。
又最悪の時は歯が取れてしまう時もあります。

6

効果的なブラッシング

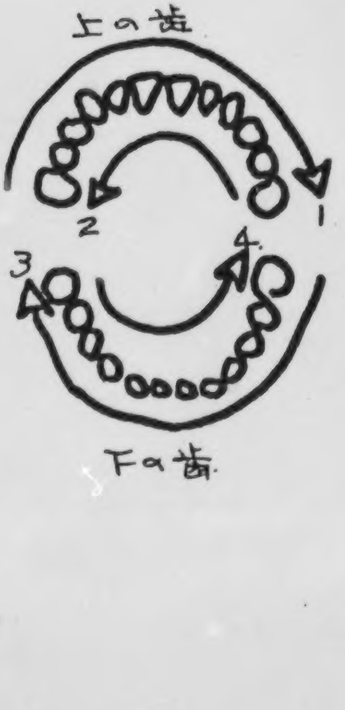
今現在あなたのしているブラッシング方法で歯茎を痛めたり、歯自体がすり減ったりしないできれいに磨けてると思うならばそのブラッシング方法でも良いでしょう。でも、歯石もちゃんと取れていますか？ 歯石を取り除く事が歯を磨く第一の目的なのです。

ブラッシする時はあまり力を入れず歯茎などに傷をつけないように、なお、歯石を取り除く方法を使いましょう。



外側の歯を磨く時は歯ブラシを歯と歯茎に半分ずつ当るようにし、45度に傾けます。ほんの少しだけ圧力をかけ振動させます。10秒位の長さで良いでしょう。そして次の場所へ移ります。

初めてこの方法をする時は、鏡の前で歯磨粉をつけず練習しましょう。



順番とには。

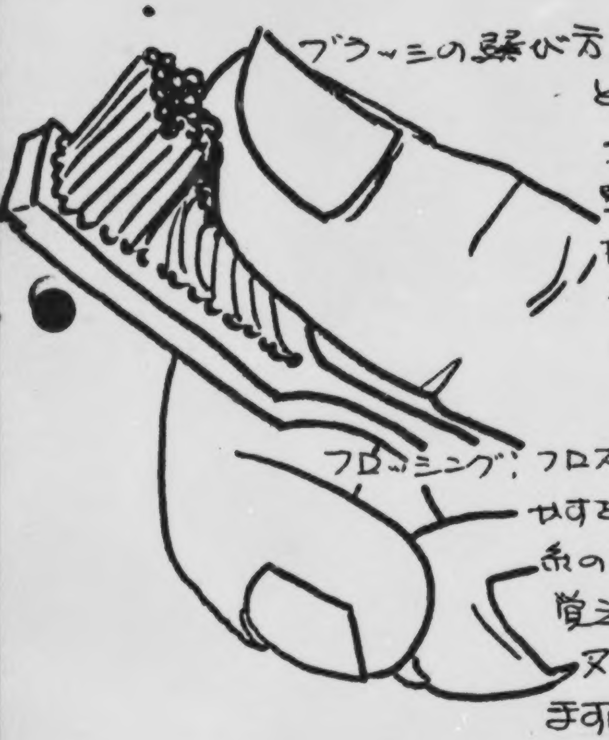
1. 初めに上の外側の右奥歯から左の奥歯に向って順番に。
2. 外側が終ったら内側の今度は左から右へ。
3. 下に移って、左の歯、奥歯から右と向って
4. 内側へ移ったら、右から左へと進みます。

ブラッシというのは、歯だけでなく頬や舌もきれいにすることです。ブラッシを使って口の中全体をきれいにしましょう。

4. 歯を清潔に.

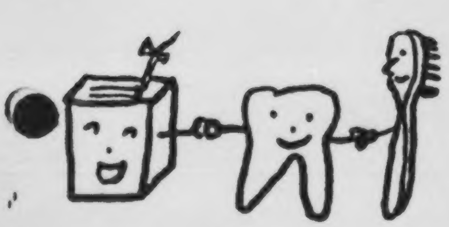
これまで歯石やそれによる虫歯，病気などを書きましたが，どうしたらこの歯石を取り除くことが出来るでしょう．

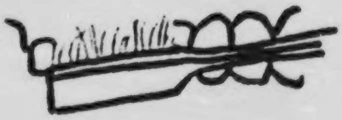
一つはブラッシングともう一つはフロッシング，それに栄養が加わると最高によいと思います。



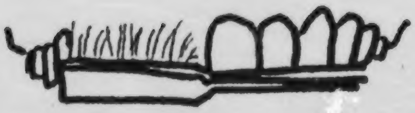
ブラッシの選び方：ナイロンのものでも自然の毛のものでもどちらでも同じ様に歯石を取り除けます。ブラシは．ソフトのものを選びます。堅いと歯茎に傷をつけたりするので良くありません。又．色々な形のものがありますが．普通のへりは直線のものを選びます。

フロッシング：フロスは歯と歯の間のはさまった食べもののかすを取り除くには必要品です．フロスは糸の様なものなので．使い方を一度覚えたら．簡単に使用することが出来ます．又．フロスには2つの種類がありますが，初めて使用する方は．ファックスの方を進めます。これは糸にファックスがついているので．歯と歯の間に入りやすく．とても使い良いものです。使い慣れた後はファックスのしてないものを使うと良いと思います。なぜなら．ファックスのしてあるものだと．ファックスのかすが歯と歯の間に残ってしまうこともあるからです．

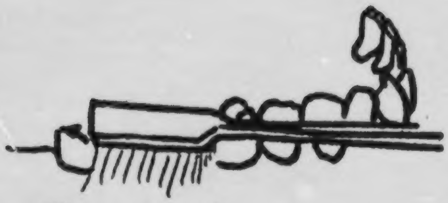




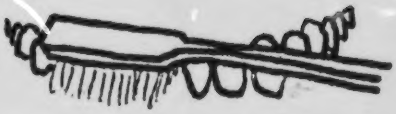
上の後の方の歯



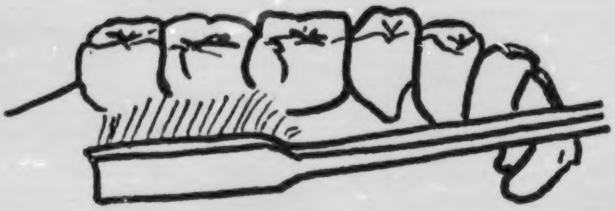
上の前の方の歯



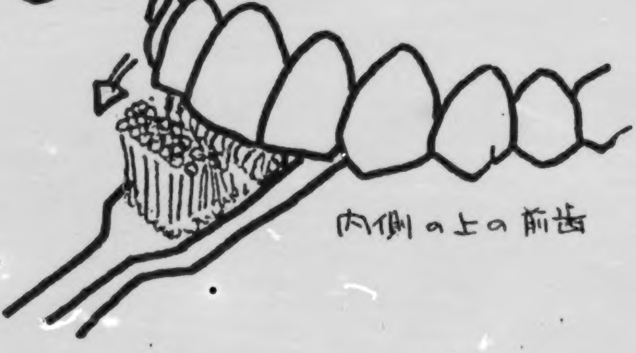
下の後の歯



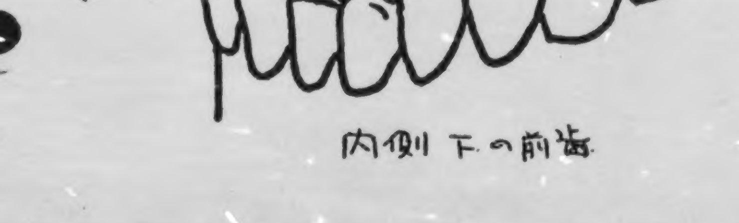
下の前の歯



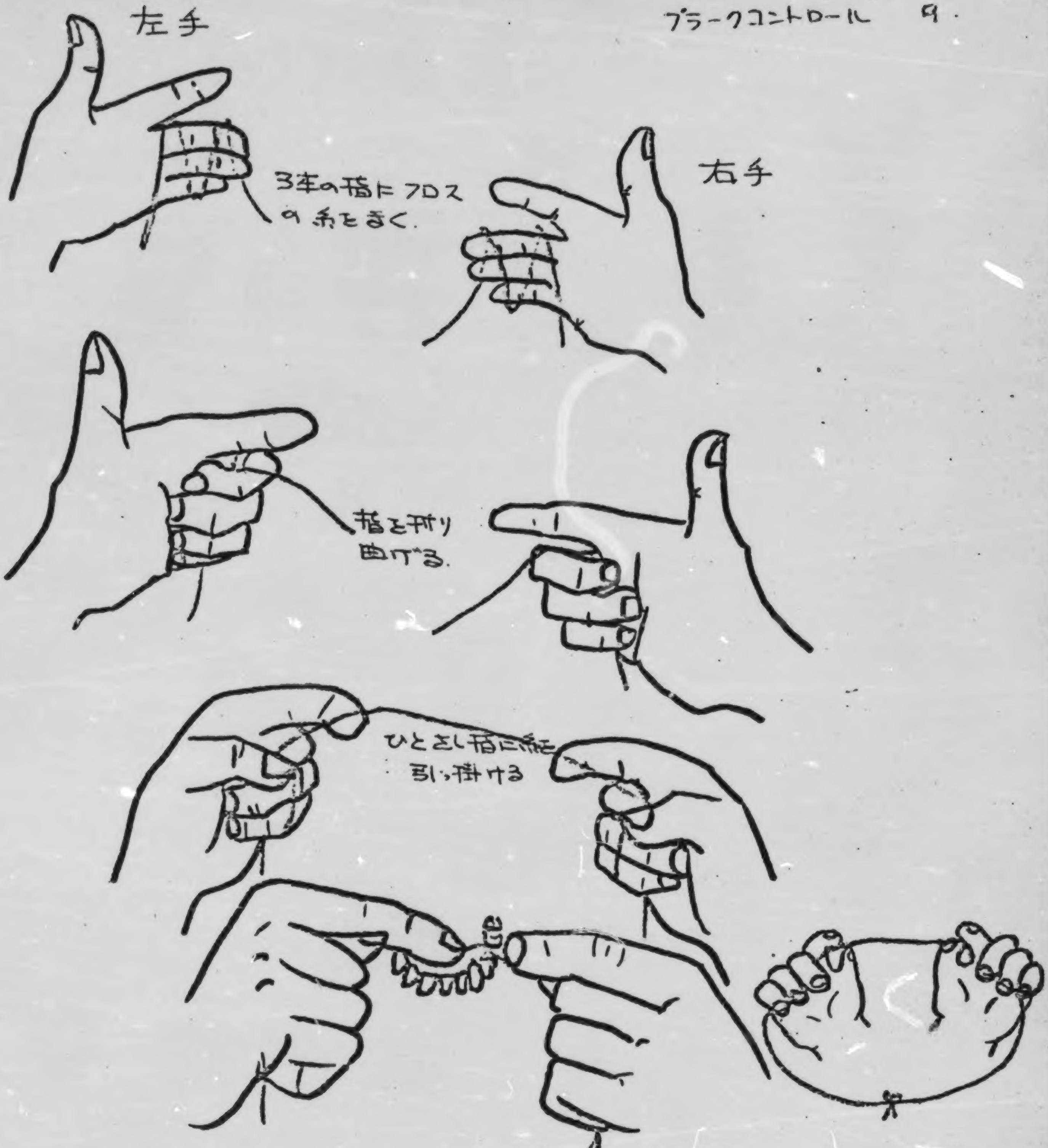
内側の後の歯



内側の上の前歯



内側 下の前歯



3本の指にフロスの糸をまく.

指を折り曲げる.

ひとさし指に糸を引っ掛ける

フロッシングをする時は
ゆっくり あまり力を入れず
上.下.左.右.と 動かし
歯と歯の間をきれいにします。

糖分の多い食べものは虫歯を作るもとです。しかし、大人の私達はこれを理解し、糖分のあるものをなるべく取らないようにコントロールできますが、子供達は親や、大人の人がなるべくあげないようにコントロールすることが一番でしょう。

この糖分は虫歯の原因の酸を作り出すのに大きな役を果します。ですから糖分の多い

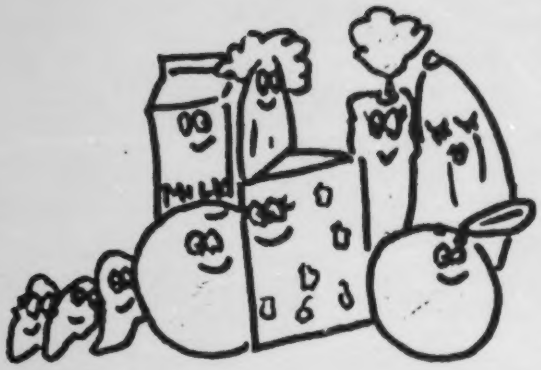
＊ ソーダ
＊ チョコレートミルク
＊ ココア
＊ アイスクリーム
＊ ガム。

＊ コンデンスルミルク
＊ コカコーラ。
＊ ジャーム、ジェロー
＊ ケーキ、クッキー、アメ。
＊ マシュマロ。

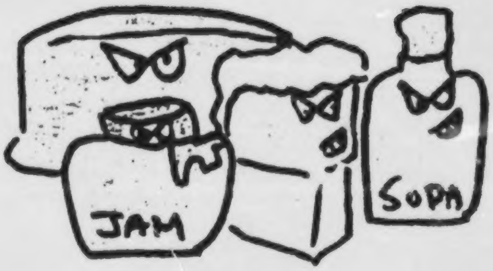
などはさけ、なるべく健康のためによいものを取るようにしましょう。例えば

＊ セロリ
＊ キャベツ
＊ レタス
＊ オレンジ
＊ トマト

＊ ニンジン
＊ キューリ
＊ リンゴ
＊ バナナ
＊ モモ。



食べて体に良いもの



食べて体に悪いもの

なるべく栄養になるものを食べて
健康的な歯や歯茎を作りましょう。
　肉食もなるべくならば糖分の
少ないものを選びましょう。

自分の歯は
自分で大切に！

PLAQUE CONTROL

BY

AMY YEUNG

MAY-9-1980

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HOW PLAQUE CAUSES CAVITIES------------------- 2

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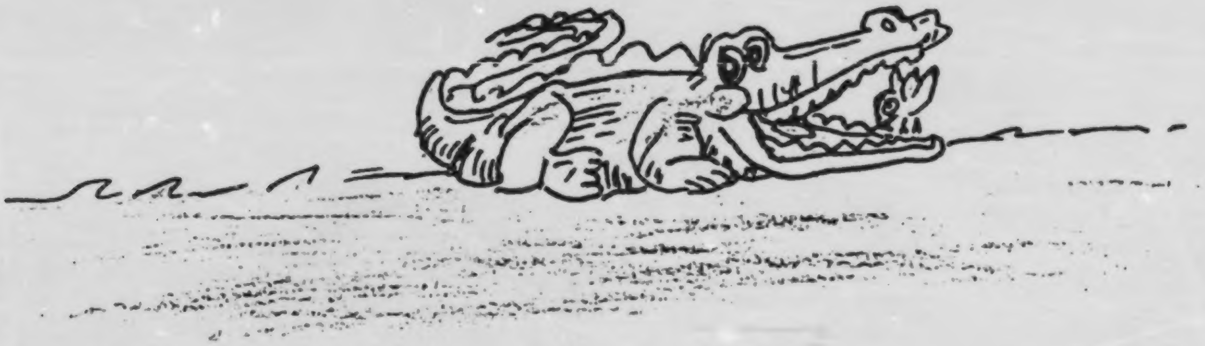
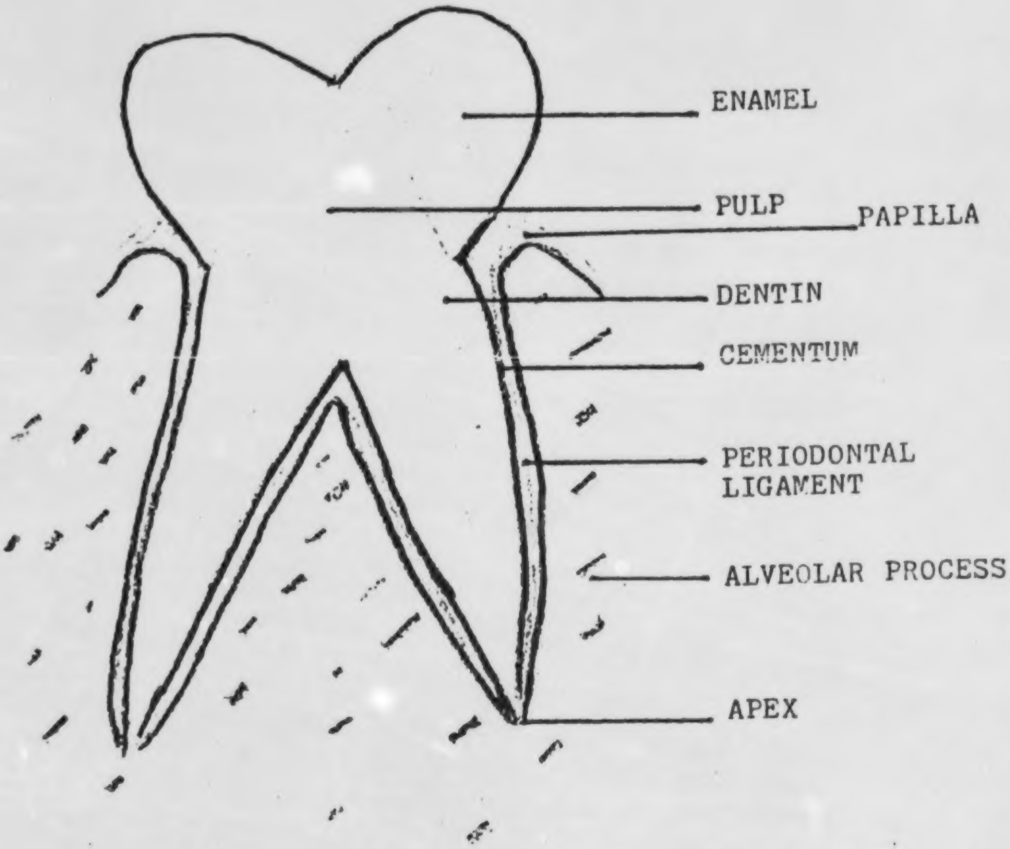
TO KEEP ON THE RIGHT TRACK TO DENTAL HEALTH--14

This crocodile has a crocodile bird to help keep his teeth clean.

HOW CAN YOU KEEP YOUR TEETH STRONG AND HEALTHY.



CROSS SECTION OF A TOOTH


ENAMEL
PULP
PAPILLA
DENTIN
CEMENTUM
PERIODONTAL LIGAMENT
ALVEOLAR PROCESS
APEX

Unfortunately very few Americans really have good dental health. In fact, even now dental disease in the United States occures in almost epidemic proportions. Just consider these facts:

Over ½billion------untreated cavities.
Three---------------untreated cavities per American
50%-----------------of the population has some form of periodontal disease by middle age.
20 million----------Americans have lost all their teeth.
50%-----------------of all children have tooth decay by age two.
95%-----------------of all school children show some form of tooth decay.

WHAT CAUSE DENTAL DISEASE?

Reseach has shown that there is a substance that forms on your teeth every 24 hours. This is called PLAQUE.--and it is the major cause of dental disease.

WHAT IS DENTAL PLAQUE?

Plaque is also called Materia Alba, a soft porous mass and visible grayish white deposit consists of a mixture of bacteria, Bacteria products.-Exfoliated epithelial cells, leukocytes and some food substances

As plaque accumulates, it becomes a major contributor to tooth decay and gum disease, if not removed, the bacteria in plaque feed on food left in your mouth and produce decay acids that eat into the enamel and thereby cause dental caries-(cavities).

The plaque also acts on your gum tissues causing periodontal (gum) disease. As the bacterial plaque accumulates on your teeth, it releases more and more irritating substance on the nearby gum tissues-so that they become sore,swollen, and tend to draw away from the irritating plaque and the teeth as well. If plaque is not regularly removed, the gums continue to draw away-become detached and start to form pockets where food packs in, an unhealthy condition which cause destruction of the bone that holds the tooth in place and thus lead to severe problems involving the bone, the tooth and the gums.

HOW PLAQUE CAUSES PERIODONTAL DISEASE.

1. Plaque by products collect just beneath the gum line and irritate the gum tissue. This can cause gums to become inflamed or bleed when you brush. This inflamed condition is called GINGIVITIS.

2. If it isn't removed, some of the plaque hardens and turns into calculus. The hard, tough calculus further irritates the gums.

3. As plaque and calculus continue to form, the tissue holding the gums to the teeth is destroyed, leaving pockets between tooth and gum. These pockets often fill with bacteria.

4. Finally, this disease destroys the gum tissues and the bone supporting the tooth. This is called PERIODONTITIS. At this stage, the tooth may be lost.

HOW PLAQUE CAUSES CAVITIES.

1. When you eat sweet foods, the bacteria in plaque combine with sugar to form decay acids that attack the tooth's enamel(its hard outer layer).

2. The cavity grows larger and enters the dentin, the next layer of the tooth.

3. Decay weakens the enamel further and reaches the pulp (the sensitive inner layer of the tooth).

4. If decay isn't checked, the enamel may collapse and the infection may reach through to the pulp, causing a painful abscess. Another danger: the bone layer supporting the tooth may become infected, too.

HOW TO AVOID PLAQUE AND DENTAL DISEASE.

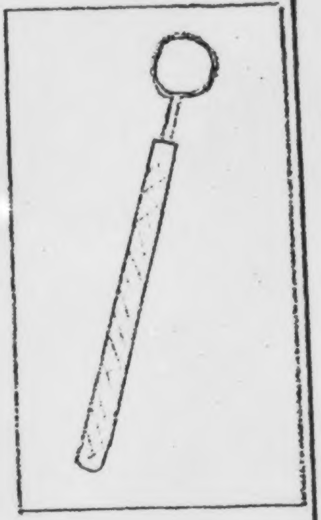
By following the approved preventive program of brushing and flossing your teeth, together with regular examinations by your dentist the risk of dental disease can be greatly reduced. You need only four basic tools for good oral hygiene----

-DISCLOSING AGENT
-A MOUTH MIRROR,
- A TOOTH BRUSH
-UNWAXED DENTAL FLOSS

HOW CAN I SEE PLAQUE.

Since plaque is almost invisible, many dentist recomment disclosing tablets-a temporary coloring agent-to show the hard to see plaque. Before you brush, chew one disclosing tablet thoroughly until dissolve; then swish saliva around your teeth for 30 seconds, then expel solution and rinse briefly-just once-with water. Areas where plaque has accumulated are now temporarily colored.

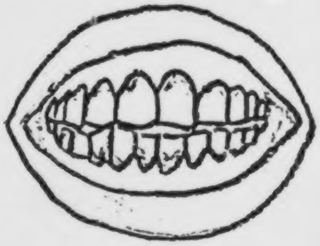
A mouth mirror helps. By using a mouth mirror and your regular mirror, you will see where you should brush and floss more thoroughly until all the colored plaque is removed from your teeth. (you can also check your brushing technique by using a tablet for coloring after you have brushed, to see if there are places that need more thorough brushing).



TAKE THE TABLET TEST.

1. First ask your dentist or hygienist for a few disclosing tablets. The tablets contain a harmless red food dye.

2. After you brush, chew a disclosing tablet and swish it around your mouth.
3. You'll probably see red spots on some of your teeth. The red areas are where plaque is still clinging to the teeth.

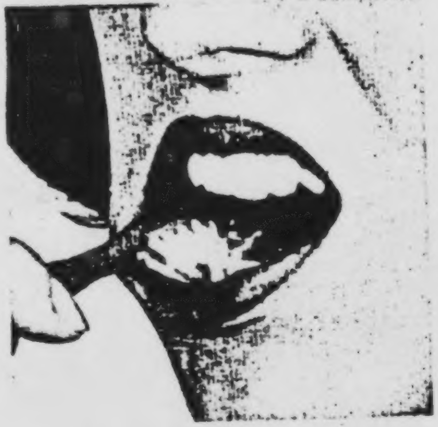


4. Brush and floss again to remove the red spots (and the plaque they uncovered). Any red on your tongue will go away in a day or two.
5. A week later, take the tablet test again. You should see fewer red spots (or maybe none at all) if you've been doing a good brushing and flossing job.

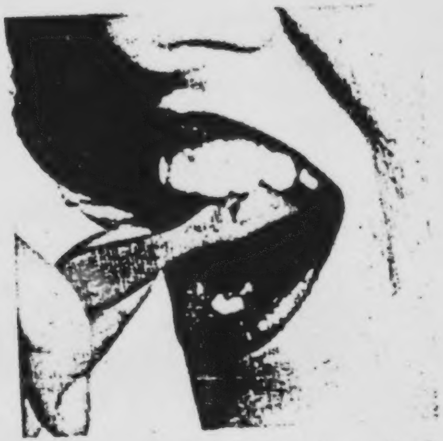
THE TYPE OF TOOTH BRUSH IS RECOMMENDED FOR GOOD DENTAL CARE.

A tooth brush with fine bristles that conform to individual variations in tooth-gum stuctures is recommended for better, safter cleansing around the gum line where damaging plaque accumulates. Bristles should be end-rounded and polished to permit gentle, safe stimulation of your gums.

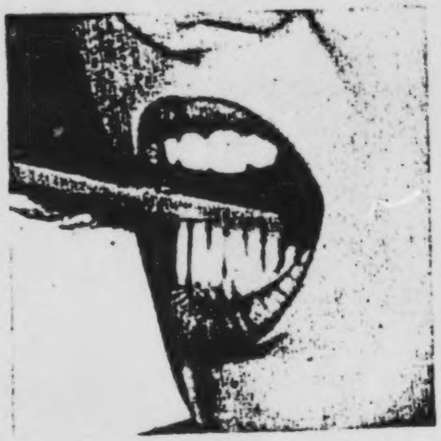
TOOTH BRUSHING METHOD.



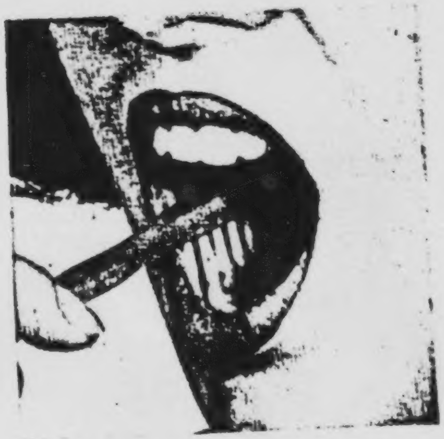
Brush the outer surfaces of all your teeth, upper and lower.



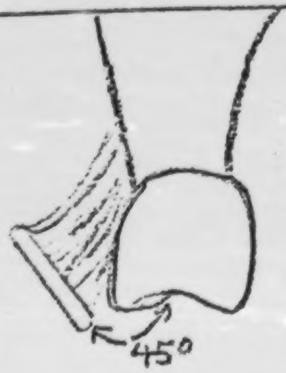
Brush the inside surfaces of your back teeth, upper and lower.



Brush the inside surfaces of your front teeth, upper and lower.



Brush the chewing surfaces of your upper and lower teeth.



Place the bristles to envelop the teeth at the gum line by placing the brush at a 45 degree angle; then carrying against the tooth; then sending it up against and slightly under the gum. Horizontally vibrate the brush back and forth about ½ inch, use the same angle inside and outside the upper and lower, side and back teethl. After brushing these areas, place the ends of the bristles on top of the biting surface of the back teeth, press in, and again vibrate a segment at a time. For inside the upper front teeth, use the tip or toe of the brush and make gentle up and down strokes over the gum tissue and teeth.

It is necessary to scrub the dorsum of the tongue with tooth brush, the tongue is rough because it has many hundreds of tiny depressions that can hold odor-forming bacteria and food debris that can decompose.

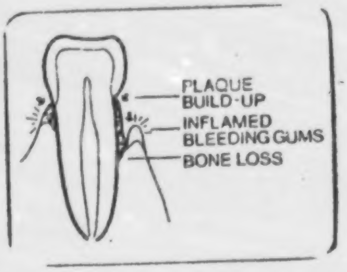
DENTAL FLOSS.

Flossing is simple, inexpensive, and the result are unbelievable. You can easily clean the tops of your teeth without a tooth brush, but it is impossible to clean between them without floss. Flossing and brushing combined are a deadly team when it comes to removing plaque.

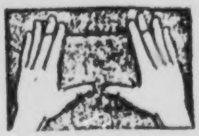
The space between teeth is a natural trap, food is easily caught there and is difficult to dislodge. The bacteria have a field day. Plaque builds up rapidly and is difficult and often impossible to remove with a tooth brush. Flossing removes the food debris and if done properly, will remove plaque also. Floss polishes the teeth, making it more difficult for the plaque to adhere to them.

Plaque forms between teeth and also near the gum margin. Here colonies of organisms can accumulate, grow and attack the tooth enamel as well as the underlying bone supporting the teeth.

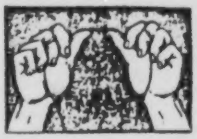
DENTAL
FLOSS



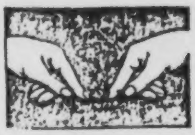
1. Take about 18 inches of floss and wrap the ends around your middle fingers to take up the slack, as shown in the drawing.



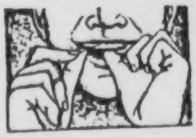
2. Use thumbs to guide the floss on your upper teeth.



3. Use index fingers to guide floss on lower teeth.



4. Now floss as follows:



Holding floss tightly, work it gently between your teeth-do not force floss between the teeth because it may snap into the gums. Gently curve floss around tooth and under gum line. Holding floss against tooth, move floss either up or down to point where one tooth touches the other (contact point). Floss each tooth thoroughly in order to remove all plaque and debris.

Unwinding additional floss from fingers as a section becomes used.(if gums bleed, you may be flossing too hard, or your gums may be in poor health. After a few days, gums should not bleed as irritating plaque is flossed away and gums become healthier. Should bleeding continue, you may be flossing too hard).

There are two kinds of dental floss; waxed and unwaxed. Use the small diameter, waxed dental floss at first. It is the easiest to use, you don't become frustrated in the process of learning. When you know how to floss, change to the unwaxed kind of the same size. Unwaxed floss doesn't leave a film of wax on the teeth. If you have unusally large spaces between your teeth, you may use ribbon floss.

Flossing is especially valuable if teeth are not in perfect alignment-this includes the majority of the population. In mouths where there are many restorations (silver fillings, gold crowns, and bridges),flossing is essential to the preventive care program. Crooked and overlapping teeth create areas which are particularly difficult to keep clean. Only floss will clean them. You will be surprised at the amount of debris that is removed by flossing. Your teeth will be cleaner and healthier and your breath will be fresher.

WHAT ARE FLUORIDES

Fluorides are a large group of chemical compounds formed fromfluorine combining with other elements. Fluorine si a volatiel reactive chemical element that is never found by itself in nature. Fluorides are found everywhere in soil, in air, in plant and animal life, in foods, and dissolved in water.

Fluoride is effective in preventing dental disease. When it combines with tooth enamel, the tooth becomes more resistant to decay. The benefits of fluoride may be achieved through various methods:

FLUORIDATED WATER.
FLUORIDE TABLETS.
FLUORIDE APPLICATIONS DIRECTLY TO THE TEETH.
FLUORIDE TOOTH PASTE.

HOW DOES FLUORIDE WORK

The hardest substances in the body are bones and teeth. When the teeth are forming, the minerals needed are brought to the jaw and deposited in the tooth buds by the bloodstream. When one of these minerals, FLUORIDE, is in adequate supply, it gets incorporated into the enamel of the tooth and the resulting mineral structure is stronger than it would be without the fluoride. As a result, the enamel will be more resistant to attack by the acids that form in the mouth and set the stage for decay.

It's important, then to get fluoride to the teeth when they are mineralizing . That means from birth, when the primary teeth are forming, right through the development of the adult molars and in the case of wisdom teeth, even later. A child who has had fluoridated water to drink from infancy throught the age of twelve or thirteen has teeth that are stronger than they would otherwise be. He can expect to have half the number of cavities- or even fewer- than he would have had. This is a lifetime advantage. The teeth are permanently stronger because fluoride has gone into their structure.

NUTRITION AND TEETH

Any nutritional deficiency-vitamin, mineral, protein ect.- will affect the health of your entire body, all its functions and systems. However, in many cases of nutritional deficiency , the first signs will appear in your mouth, before they become evident in the rest of your body.

Inadequacies of calcium, phosphorus, fluoride and vitamins A, C, and D during tooth development are the most important causes of tooth structure deficiencies. Such inadequacies result in deformed or pitted teeth or, in the most unusual cases, even total lack of enamel. This is why it is particularly important for mother to be, as well as infants and children, to have a diet adequate in all nutritional elements.

What to eat and when and how much and how often are all factors you can control. Even if you, as a parent, can't run an absolutely tight ship, you can make the most intelligent choices and decision you know how to about what to eat and when to eat it, and explain these decisions to your family. Diet is the do it yourself side of preventive dentistry.

It would be great to stop the production and distribution of sugar, but we can't do that. Understanding that it's the number of times during the day that sugar comes in contact with teeth, being aware of the "stickies" insidious foods that hold sugar to the tooth's surface-and being able to substitute non-sugar containing snacks for them in your youngster's diet will make up for the fact that sugar is something we have to live with.

Foods containing sugar trigger acid formation almost immediately. Enamel-destroying acid is active for at least twenty minutes before it is totally buffered or dispersed by the flow of saliva, so for at least that long, your teeth are bathed in acid. If you restrict the number of times you eat to three meals a day, it means that your teeth are subjected to acid for about sixty minutes every day. Just think how that time increase if you have several snacks or soft drink between meals and another snack at bedtime! It could be that your teeth are exposed to an acid bath for several hours each day. And if the snacks you choose are sweet or sticky or both, you're headed for disaster.

Here is a list of the sticky, easily fermentable foods that are most responsible for tooth decay, if your children eat them, impress on them the important of rushing to brush.

--chocolate milk.
--condensed milk.
--cocoa,
--all kinds of soda.
--sweet sauces.
--sweetened fruit flavored drinks.
--pastries.
--cakes.
--cookies.
--macoroni.
--marshmallow.
--chewing gum.

The following foods provide a good balance of nutritional elements necessary for healthy teeth and gums:

--MILK PRODUCTS=yogurt,cheese cubes and slices, milk. For calcium,high quality protein, vitamins A and D.
--EGGS AND MEATS= as well as beans and nuts. For high quality protein, iron and the vitamin B complex.
--VEGETABLES AND FRUIT= for minerals and vitamins, especially vitamins A and C.
--GRAINS AND CEREALS= for vitamin B complex.

I EAT A WELL BALANCED DIET

(with restrictions on
excess sugar in
gum, candy,
jams, jellies,
etc.).

TO KEEP ON THE RIGHT TRACK TO DENTAL HEALTH:

1. Every day, eat foods from these groups-Milk, meat, fruits and vegetables, breads and cereals.
2. Stay away from sugar snacks- gum, candy, cakes, cookies and soft drinks.
3. Brush and floss your teeth each day.
4. Have regular dental checkups - including X-Rays to see hidden decay or damage - are improtant to prevent minor dental disease from becoming major.

Take care of your teeth, and they'll stay whole and healthy. They should even last a lifetime.

口腔衛生

五月九日一九八〇

楊美薇

大綱

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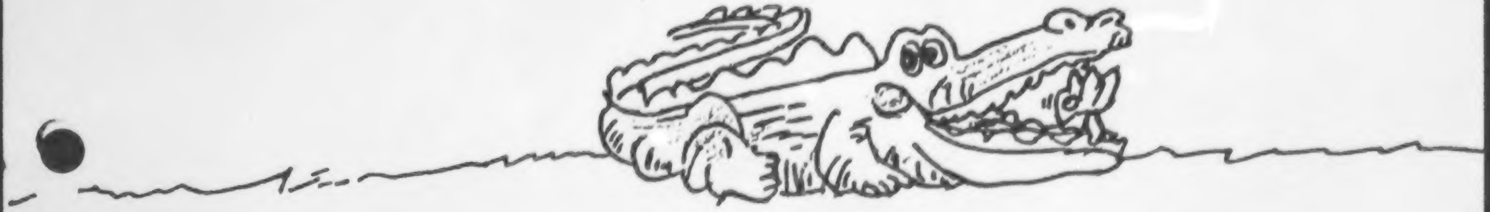
鱷魚有鱷魚鳥為牠清潔牙齒.

你又怎保保持牙齒的清潔呢!



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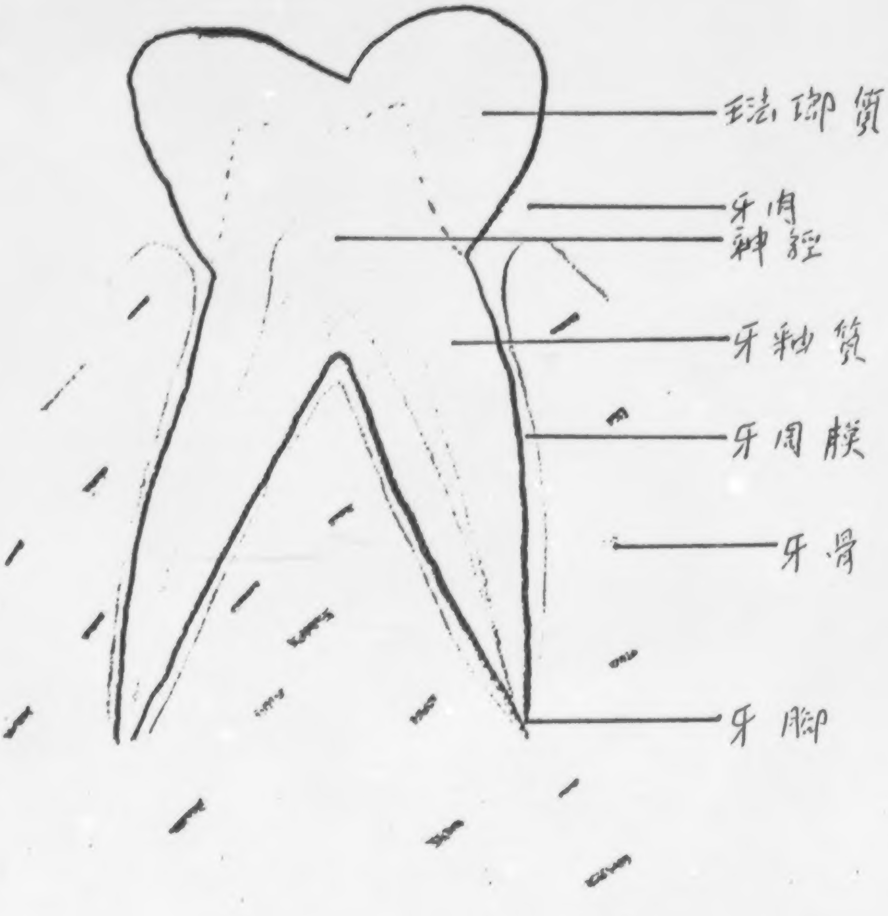

琺瑯質
牙肉
神經
牙釉質
牙周膜
牙骨
牙脚

美好的人生有賴於健康的身体，好不幸，因為很少美國人有好的牙齒。下面的例子：

半百萬 ------------ 還沒有說好的壞牙.
五十% ------------ 有牙周病
三個 ------------ 之中有一個人有壞牙.
二十萬 ------------ 沒有牙齒.
五十% ------------ 二歲小孩有壞牙.
九十五% ------------ 開始有壞牙(小孩).

為什麼會有牙病

不良的口腔衛生為導致口腔疾病最基本的原因·牙科最常見的二大疾病為蛀牙與牙周病·食物中的碳水化合物能被口中細菌所產生的酵素分解成乳酸，而蛀牙即為細菌在酸性環境下與牙齒表面作用引起的脫鈣.

牙細菌是什麼

良好的口腔衛生習慣可避免食物殘渣的存積，減少口中細菌繁殖的機會而降低蛀牙的發生率。至於牙周病乃指牙齒四周的病變，其最大的原因即為齒石的堆積與刺激·口中的細菌·食物殘渣，脫落的上皮細胞，白血球等形成齒斑，由於唾液中鈣質的沉積而鈣化成齒石．故良好的口腔衛生，亦可防止齒石的形成，而減少牙周病的發生．牙周病，就是牙齒周圍支持組織發生

了變化，牙周支持組織包括齒齦、牙骨質、牙周膜及齒槽骨等。輕微之牙周病僅侵犯齒齦及牙周膜，若不及早醫治，則會蔓延到深部而波及牙骨質及齒槽骨。牙周可見膿包形成，牙齒鬆動，咬東西會痛。急性發作時，而會發炎，面部腫脹，病人痛苦不堪。

細菌怎可以變成周牙病：

1) 殘餘之食物碎屑及滋生細菌會引起齒齦發炎，則齒齦邊緣紅腫，易出血，易有口臭，齒齦頸部分離而形成囊袋，造成初期之牙周病

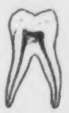
2) 初期之邊緣齒齦炎，因無痛的感覺，一般人常會忽視，稍一不慎，就會愈來愈重了。

3) 牙骨質為包圍在牙根部之鈣化堅硬結締組織，為牙周膜之附着處，其受慢性刺激會增加肥大或病狀。

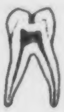
4). 嚴重的牙周病，可在此處發現膿包，漏管，或急性蜂窩組織炎症，牙齒可能要拔掉了。

牙菌班怎樣變成蛀牙.

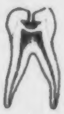
1) 當你吃甜食. 細菌和牙班菌加在一起和糖, 蛀牙便開始. 因為酸性開始侵入琺瑯質



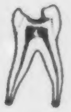
2). 蛀牙開始越來越侵入到牙釉質.



3). 蛀齒開始將琺瑯質減弱. 而開始進入神經線



4) 如果蛀牙還不理會, 琺瑯質便會很弱, 而神經線亦開始發炎. 而牙骨亦會受影響.



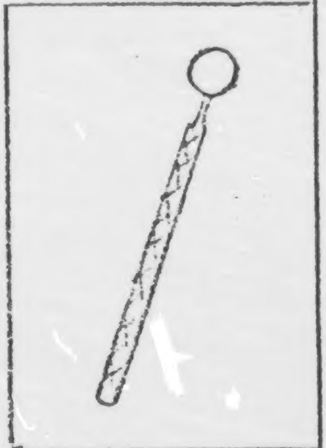
怎樣防止牙菌斑和牙病

以下面的方法，希望可以有幫助，常常刷牙和用牙線，和去看牙医，你只須要四樣公具来保持口腔清潔。

- 着色素
- 牙鏡
- 牙刷
- 無腊牙線。

我怎樣看到牙菌斑

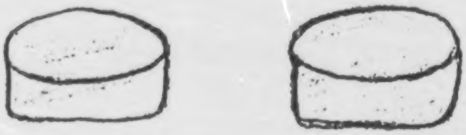
很多牙医介紹用着色素，因為只有着色素才可以見到牙菌斑。在刷牙之前，咬一口着口素，之後放在口裏溶化和口水，然後吐出，便可以看在牙菌斑的所在地方。



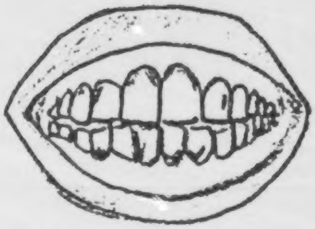
一面鏡會有幫助，用一塊口鏡和一塊普通面鏡，你便可以看見你應該用牙刷和牙線經常清潔的地方。當你看見牙菌斑，應該多刷那一個地方直到不見牙菌斑。(你可以試試用一塊着色素来測驗自己刷牙刷得清潔不清潔。

着色素測驗

1) 問你牙医拿一些着色素. 着色素是無害的紅顏料



2) 刷好牙後，咬些着色素，和它放在口裏.
3) 可能會見到紅色. 因為牙菌斑還存在.



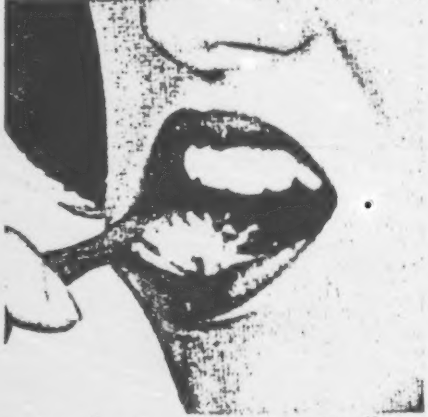
4) 再次刷牙和用牙線，紅色仍在脷上留上一二天.

5) 一個星期後，再試用着色素，看看有沒有顯著的進步. 你可能會發覺紅色染比以前少了或沒有. 然後改進你刷牙的方針

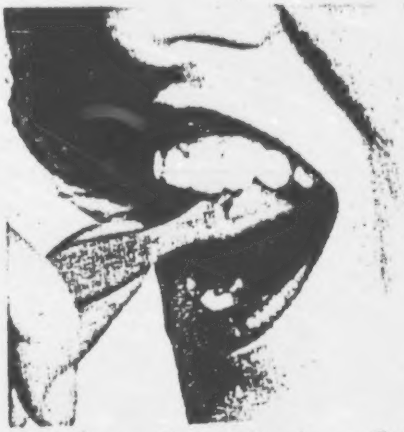
應該用那一種牙刷

牙刷毛的硬度可分為軟性，中性及硬性。中性的牙刷毛是較理想的，清洗的效果較好，且對齒齦的傷害以及牙齒的磨損較少。軟性的牙刷則彈性較好，對於牙齒鄰接間以及牙齦邊緣溝槽的清洗，功較效好；但是對於較厚的牙菌斑或牙結石則不易清除。此外當牙刷毛變形不再有效時，要立即更換新的牙刷，以免徒勞無功。

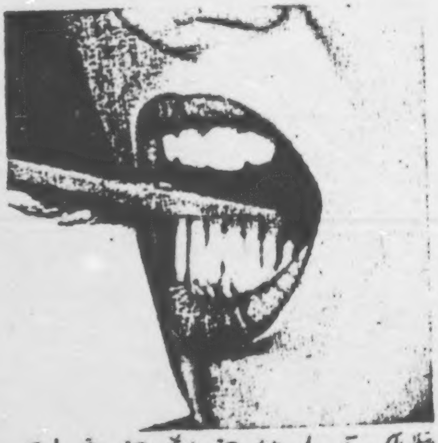
刷牙方法



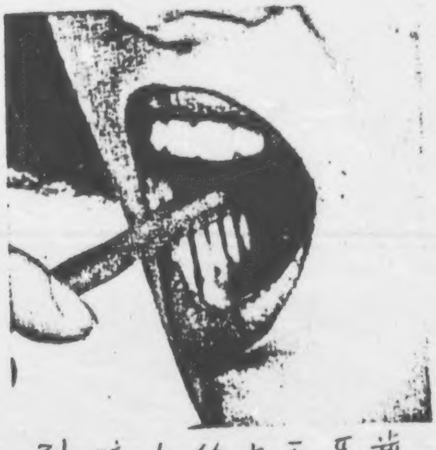
刷表面的上下牙齒



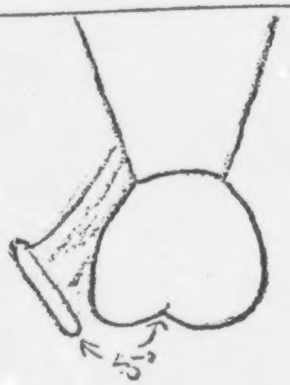
刷表面後面的上下牙齒



刷裏面前面的上下牙齒



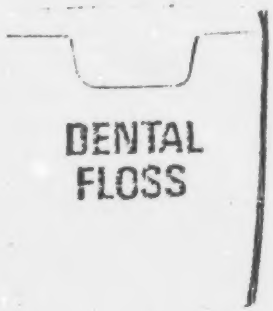
刷咬合的上下牙齒

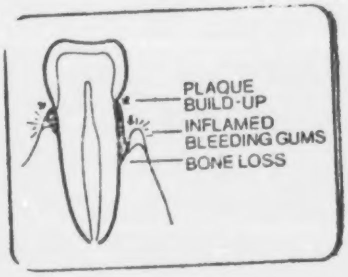


牙刷柄與牙齒的咬合面平行,牙刷毛與牙齒的長軸成四十五度.並伸入齒齦槽及牙齒鄰接面,前後振動數下後,上牙往下刷.由右上臼齒開始.將口腔分為幾個區域,按一定的順序.將內外分別刷法.牙刷是無法達到牙齒整個鄰接面的.因此單用刷牙一法是無法將口腔完全清洗乾淨.清除牙齒鄰接面的牙菌斑是非常重要的。因牙周病常常都是由齒間乳突起始.至於牙齒鄰間面的清洗.則有賴於牙線.

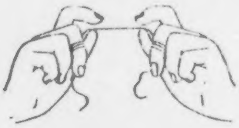
牙線使用方法：

將十八吋長的牙線，纏繞在兩手中指上，以右手之拇指及左手的食指將牙線送入牙齒鄰接面，並伸至齒齦溝槽之底部，以頰舌方向內外拍拉之動作向咬合面移動，以清除牙齒各個鄰接面之牙菌斑及其他軟性沉積物。牙線的使用，其重要性不亞於牙刷，甚至比牙刷更重要，在國外牙線的使用與牙刷是一樣的普遍，也許在剛開始用時，你會覺得非常費時，麻煩，請耐心的試用一段時間，一旦熟練與習慣後，你將會發現這是一件非常容易與方便的事。

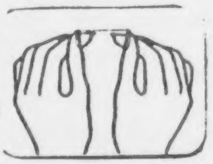

DENTAL
FLOSS


PLAQUE BUILD-UP
INFLAMED BLEEDING GUMS
BONE LOSS

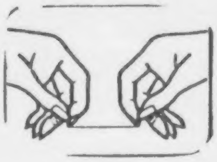
1) 將大約十八吋長的牙線
繞在兩手中指中上



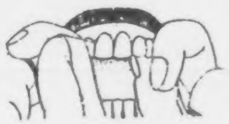
2) 以右手手之拇指及左手的
食指將牙線送入牙齒鄰近.



3) 並伸至齒齦之底部，用這
方面同樣對下牙齒。



4) 以線去方向外拍拉之動作
向咬合面移動，以清除牙
齒各個鄰接面之牙菌斑及
其他軟性沉積物。



什麼是氟

談到氟化物可以預防蛀牙一事，可以說是一件無意中的發現，在某些飲水中含氟量過高的地區，其民多患有一種地方性斑狀齒症，也就是牙冠表面出現白至黃棕色斑點，而且容易磨損和斷裂。這是因為飲水中氟過多，同時發現這類牙比一般牙不易蛀牙，因而推想氟有預防齲齒的功效。

目前利用氟預防蛀牙，施用的方式有在飲水中加庫，和局部塗氟。前者可使

人受惠，歐美先進國家都已採行；但尚可用於無自來水供應地區的兒童。飲水中加氟最有效而不致引起斑狀齒的濃度是百萬分之一，平均氣溫高地區，濃度可酌減。根據統計，飲水加氟可以減少百分之六十的齲齒，對於無自水供應地區的兒童，應局部塗氟以減少齲齒之發生。常用的局部氟劑有百分之二的氟化鈉和百分之八的氟化錫。塗氟的年齡，通常在三、七、十和十三歲時實施，每年塗二到四次，約可減少百分之七十蛀牙。

攝取營養和牙齒

攝取營養的食物如各種維他命，礦物質等，以增加組織本身的抵抗力。就食物的性質言，黏軟性食物較易引起牙菌斑的形成，而較硬或纖維較粗的食物，需要較多的咀嚼而產生自淨作用，且對牙周組織有功能性的刺激，以維持牙周韌帶及齒槽骨的健康。又因醣類，特別是蔗糖，為牙菌斑基質的最主要成分之一，因為吃含醣較少的食物，亦可減少牙菌斑的形成

以下的食物是會很容易引起蛀牙，少食為佳：

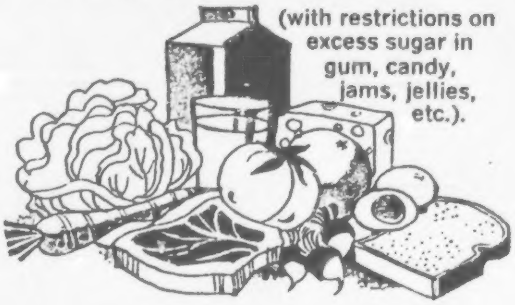
- 朱古力奶
- 煉奶
- 谷古
- 氣水
- 甜醬.

- 旦糕
- 餅
- 通心粉
- 棉花糖
- 香口糖

以下的食品，是有營養價值，多吃有益：

- 奶：芝士
- 旦和肉：豆類、維他命 B
- 蔬菜和水果：維他命 A 和 C.

I EAT A WELL BALANCED DIET



(with restrictions on excess sugar in gum, candy, jams, jellies, etc.).

怎樣保持牙齒的健康

1). 每天.吃有營養的食物.

2). 減少吃甜食及餐間零食。

3). 吃過東西後立即刷牙。

4). 定期去檢查牙齒.

「一顆清潔的牙齒永遠不會變成蛀牙。

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
SEP 1981
ERIC/CRESS
RECEIVED

PART IV

PROGRAM NARRATIVE

INTRODUCTION

The Bilingual Vocational Dental Assistant Training Progam started at UCLA Extension in July of 1975. Since that time it has produced 173 highly qualified bilingual dental assistants. In June of 1981 thirty-one more graduates will have acquired the training to become paraprofessional members of a dental health team, entry into which promises to be immediate and gainful. Program participants are language-disadvantaged, low-income residents of the Los Angeles inner city and represent over thirteen primary languages and a variety of dialects. (See SURVEY CHART A, page 2, for current Program statistics.)

The design and high caliber of the Bilingual Dental Assistant Program and its professionally qualified, dedicated staff have contributed to the dynamic and successful results of a Program which is meeting all of its objectives in providing excellent vocational training for participants from the target population. Bilingual graduates are impacting on better health care delivery systems in clinics, hospitals, and private offices in the underserved community.

Moreover, the job market is continually expanding. According to the U.S. Government Occupational Outlook Handbook, which lists employment prospects for hundreds of professions and occupations, dental assisting is one of several occupations which is expected to expand much faster than average. This means growth rates of 50% or more by 1985. In 1976 there were 135,000 dental assistant jobs, and the avergae number of annual openings is expected to be at least 10% of this between 1976 and 1985, or 13,500 a year.

Although the market is expanding, in California the supply of qualified registered dental assistants is shrinking, as pointed out to us in a recent memorandum from the California Dental Association distributed to Directors of California Dental Assisting Programs. The high demand

NAME	LANGUAGE	COUNTRY OF ORIGIN	REFERRED BY	V/C	M	DIR	DEX	INT	OPT	ESL
ANA ACEVEDO	SPANISH	EL SALVADOR	SER	4.4	9.0	n/p	6	4		X
ANA ANCHIA	SPANISH	EL SALVADOR	FRIEND	4.7	9.1	n/p	7	3		X
RICHARD BACA	SPANISH	USA	ANOTHER PROGRAM	10.0	9.6	n/p	8	3		
DYANA BALDINI	SPANISH	USA	NEWSPAPER	9.8	9.0	n/p	8	3		
CARLOS BARRIOS	SPANISH	GUATEMALA	TFLACU	6.9	9.6	n/p	6	4		X
LILLY BRACAMONTE	SPANISH	USA	NEWSPAPER	5.5	7.3	p	4	3		
CARLOTTA BRAVO	SPANISH	USA	NEWSPAPER	8.8	9.6	p	4	3		
MARIA CAMACHO	SPANISH	MEXICO	FRIEND	7.1	5.5	p	6	4		
RAMON CAMPANA	SPANISH	MEXICO	NEWSPAPER	6.5	9.3	n/p	6	3		
GRACE CAMPOS	SPANISH	USA	NEWSPAPER	8.3	7.8	p	4	4		
MARIA CARDENAS	SPANISH	USA	PROGRAM INSTRUCTOR	10.0	9.7	p	8	4		
GINA CASTILLO	SPANISH	MEXICO	RADIO	7.0	9.1	p	5	4		
AZNIV CHORBAJIAN	ARMENIAN SPANISH	URUGUAY	FRIEND	8.5	7.1	n/p	8	4		
ANNABELL FIGUEROA	SPANISH	ECUADOR	FRIEND	7.9	8.2	p	3	4		
LINDA FORREST	SPANISH	USA	NEWSPAPER	9.2	7.9	n/p	5	[illegible]		
STELLA FRUKHTMAN	RUSSIAN GERMAN	USSR	JEW VOC. SERVICE	5.1	6.0	n/p	4	3+		X
MEI FUNG	CHINESE MANDARIN CANTONESE	CHINA	NEWSPAPER	9.2	10.0	p	8	4+		
ANNETTE CARAY	SPANISH	USA	FRIEND	7.4	8.8	p	5	4		
NINA COLUBCHIK	RUSSIAN	USSR	JEW VOC CENTER	6.3	9.3	n/p	2	4		X
MARTHA GOMEZ	SPANISH	MEXICO	FRIEND	7.0	5.5	n/p	7	4		
TERRY GONZALES	SPANISH	USA	RADIO	7.9	9.1	p	5	4		
NURIA GUZMAN	SPANISH	EL SALVADOR	FRIEND	7.2	9.0	n/p	7	4		
ELIZABETH HERNANDEZ	SPANISH	USA	NEWSPAPER	8.3	7.1	n/p	5	4		
HUI-CHAO KAO	CHINESE MANDARIN CANTONESE	CHINA	MRS. ZARIAN	4.1	9.4	n/p	8	4		X
AI MANG LAM	CHINESE VIETNAMESE	CAMBODIA	MRS. ZARIAN	5.9	10.0	n/p	8	4		X
SOOK LEE	KOREAN	KOREA	NURSE	7.3	10.0	n/p	4	3+		X
ANNA LIBERMAN	RUSSIAN	USSR	JEW VOC SERVICE	6.8	8.1	n/p	4	4		X
VLADISLAV LIBERMAN	RUSSIAN	USSR	JEW VOC SERVICE	6.4	8.7	p	8	4		X
SHAHNAZ MALEKAN	FRENCH HEBREW	PERSIA	UCLA NEWSPAPER	6.9	8.7	n/p	8	4		

NAME	LANGUAGE	COUNTRY OF ORIGIN	REFERRED BY	V/C	M	DIR	DEX	INT	OPT	ESL
MARCELINA MANIKAD	PHILIPINO	PHILIPPINES	VOLUNTEERS OF AMERICA	8.3	9.0	n/p	8	4		
DORA MARCHAND	SPANISH	MEXICO	INTERNATIONAL INSTITUTE	6.5	9.0	p	5	3		
ANGIE MASCARENAS	SPANISH	USA	FRIEND	9.5	7.3	n/p	8	4		
IRENE MOLINA	SPANISH	USA	NEWSPAPER	8.5	6.5	n/p	6	4		
STEVENS MOLINA	TAGALOG	PHILIPPINES	NEWSPAPER	7.4	8.4	n/p	7	3		
CLORIA NAPOLES	PHILIPINO	PHILLIPINES	FRIEND	6.9	10.0	n/p	7	4		
SUK NG	CHINESE	HONG KONG	FRIEND	7.9	10.0	n/p	8	4		X
ADILLETTE OVALLE	SPANISH	COSTA RICA	E.L.A. SERV.CENTER	6.5	9.3	n/p	7	4		
SE-SUN PARK	KOREAN	KOREA	FRIEND	4.7	9.3	n/p	7	3		X
SONYA PEREZ	SPANISH	USA	MISS CASTANEDA	9.8	9.0	n/p	5	4		
MARIA PORTILLA	SPANISH FRENCH	USA	FRIEND	10.0	7.3	n/p	6	4		
LUZ ROBLES	SPANISH	MEXICO	FATHER	9.2	6.5	n/p	4	4		
HELEN ROZENSHTEIN	RUSSIAN	USSR	JEW VOC SERVICE	7.4	7.8	n/p	8	4		X
RAJINDER SHAH	HINDU	INDIA	[illegible].A.C.	7.7	9.3	n/p	7	4		
LORRAINE SORNOSO	SPANISH	USA	SISTER	10.0	9.0	p	8	4		
MARIANNA STOPCHAK	RUSSIAN	RUSSIA	SISTER	4.6.	8.1	p	8	4		X
BARBARA SUAREZ	SPANISH	CUBA	DR. LOPEZ	10.0	9.6	n/p	8	4		
HOA GI TRAN	VIETNAMESE CHINCSE	VIET-NAM	MRS. ZARIAN	4.4	9.6	n/p	5	3		X
OFELIA URRUTIA	SPANISH	GUATEMALA	FRIEND	5.4	7.1	n/p	8	4		
EVA WORBIS	SPANISH	MEXICO	FRIEND	5.3	9.7	n/p	8	4		
EVA ZUNIGA	SPANISH	MEXICO	CARLOS REYES	10.0	6.9	p	5	3		

LANGUAGES REPRESENTED

Spanish	32	64%
Russian	6	12%
Chinese	3	6%
Tagalog	3	6%
Korean	2	4%
Vietnamese	2	4%
Hebrew	1	2%
Hindu	1	2%

A. SURVEY CHART

for dental assistants is reflected daily in the Los Angeles Times Classified Ads. For example, in the August 21, 1980, edition (a week day), there were 24 dental assistant positions listed, 8 of which specified bilingualism.

Part of the reason for the supply/demand dilemma may be the result of a recent surge of requests by dentists who are only now realizing the actual and potential value, both in terms of economics and efficiency, that is brought to a practice by one or more dental assistants. In one recent study, for example, it was shown that "an increase in productivity of 52 percent could be expected using one assistant, and 70 percent using two assistants."[1]

Recognition and appreciation of our unique Program is constantly growing. (See LETTERS OF COMMENDATION, pages 4-7, for samples of community recognition ranging from the Mayor's Office to a recent graduate.) There are increasing demands for our students even while they are still taking in-service training. Students commonly receive offers of employment prior to graduation. Furthermore, the Program Offices receive requests for information and assistance with similar programs from dentists and various educational institutions locally and from as far away as Puerto Rico.

We, therefore, propose the renewal and further development of the Bilingual Vocational Dental Assistant Training Program, to present quality vocational training which promotes equity in opportunities for adult learning and assists the non-traditional student in the acquisition of manual and academic skills, which in turn opens the doors to the paradental health team. Program graduates have opportunities for career ladder advancement in the dental assisting profession, as well as in corollary fields, through continuing and additional education. And equally as important, they realize personal development which is essential to self-esteem and a sense of worth in our increasingly more technocratic society.

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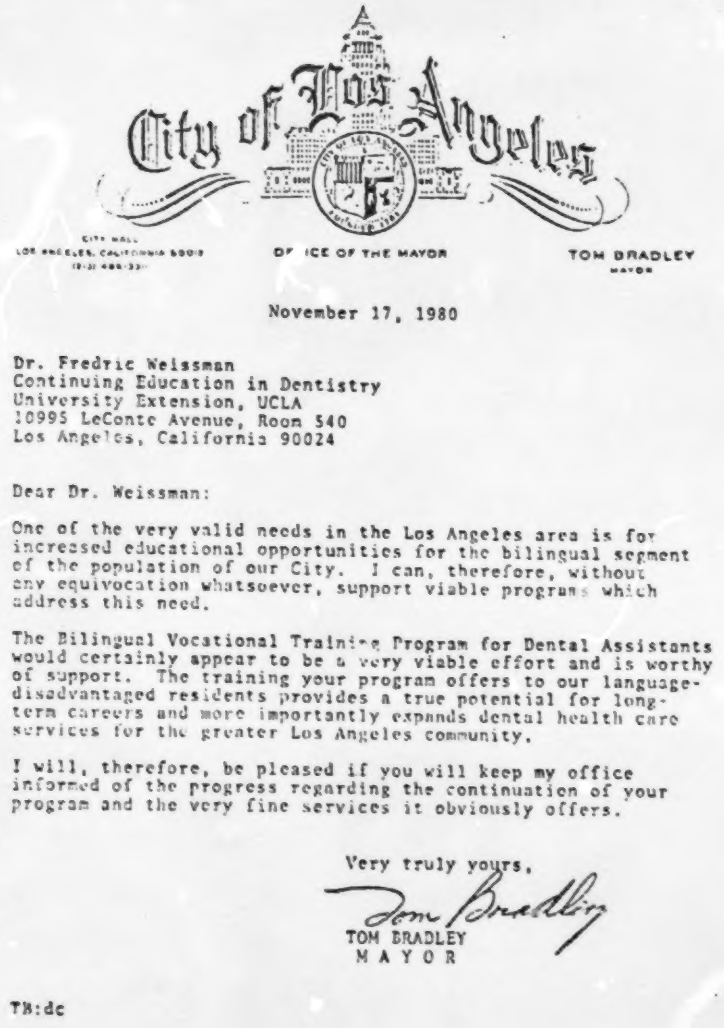
[1] Douglass and Lipscomb, "Expanded Function Dental Auxiliaries: Potential for the Supply of Dental Services in a National Dental Program," Journal of Dental Education, Vol. 43, No. 10, page 556 (1979). An even more recent study concluded that with the use of three dental assistants a dentist's productivity could be increased 283%; see Simon, "A Time and Motion Study of Expanded Function Dental Assistants," Dental Survey, Vol. 56, No. 12, page 14, at 17-18 (Dec. 1980).



City of Los Angeles

CITY HALL
LOS ANGELES, CALIFORNIA 90012
(213) 485-33[illegible]

OFFICE OF THE MAYOR

TOM BRADLEY
MAYOR

November 17, 1980

Dr. Fredric Weissman
Continuing Education in Dentistry
University Extension, UCLA
10995 LeConte Avenue, Room 540
Los Angeles, California 90024

Dear Dr. Weissman:

One of the very valid needs in the Los Angeles area is for increased educational opportunities for the bilingual segment of the population of our City. I can, therefore, without any equivocation whatsoever, support viable programs which address this need.

The Bilingual Vocational Training Program for Dental Assistants would certainly appear to be a very viable effort and is worthy of support. The training your program offers to our language-disadvantaged residents provides a true potential for long-term careers and more importantly expands dental health care services for the greater Los Angeles community.

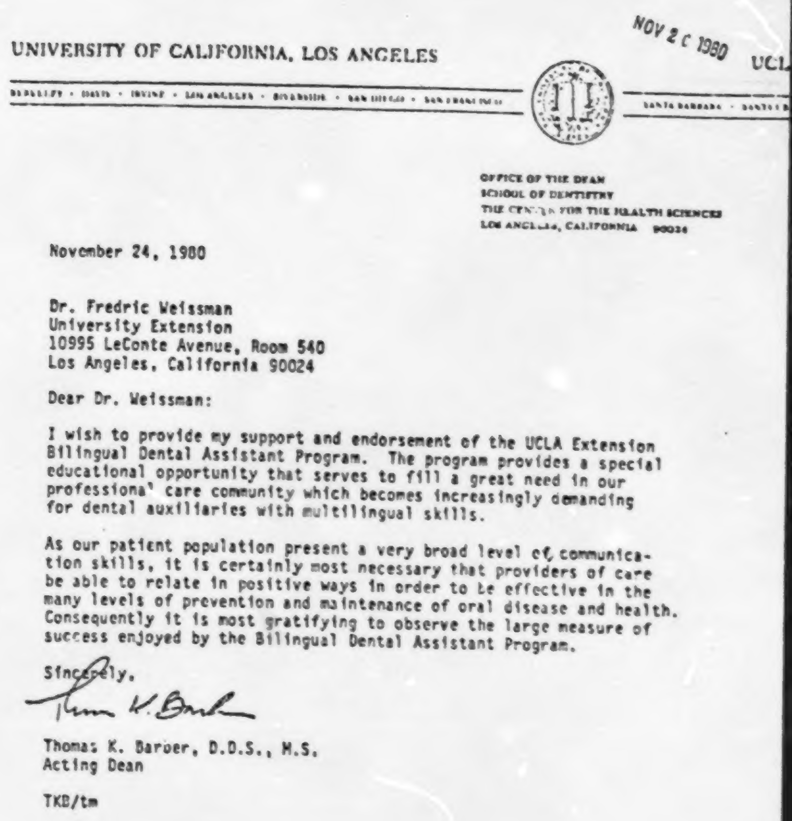
I will, therefore, be pleased if you will keep my office informed of the progress regarding the continuation of your program and the very fine services it obviously offers.

Very truly yours,

Tom Bradley

TOM BRADLEY
MAYOR

TB:dc



NOV 26 1980 UCL

UNIVERSITY OF CALIFORNIA, LOS ANGELES

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SANTA BARBARA ·

OFFICE OF THE DEAN
SCHOOL OF DENTISTRY
THE CENTER FOR THE HEALTH SCIENCES
LOS ANGELES, CALIFORNIA 90024

November 24, 1980

Dr. Fredric Weissman
University Extension
10995 LeConte Avenue, Room 540
Los Angeles, California 90024

Dear Dr. Weissman:

I wish to provide my support and endorsement of the UCLA Extension Bilingual Dental Assistant Program. The program provides a special educational opportunity that serves to fill a great need in our professional care community which becomes increasingly demanding for dental auxiliaries with multilingual skills.

As our patient population present a very broad level of communication skills, it is certainly most necessary that providers of care be able to relate in positive ways in order to be effective in the many levels of prevention and maintenance of oral disease and health. Consequently it is most gratifying to observe the large measure of success enjoyed by the Bilingual Dental Assistant Program.

Sincerely,

Thomas K. Barber, D.D.S., M.S.
Acting Dean

TKB/tm

LETTERS OF COMMENDATION

CALIFORNIA PEDIATRIC CENTER

1415 SOUTH GRAND AVENUE • LOS ANGELES, CALIFORNIA 90015 • TELEPHONE (213) 747-5542

ROBERT P. LOSEY, M.D.
Director

October 30, 1980.

Ms. Brenda Reed,
Bilingual Vocational Training of Dental Assistants,
University Extension, University of California,
1100 South Grand Ave.
Los Angeles, California 90015

Dear Ms. Reed:

Over the past two years, a number of students from your program have served as trainees in our clinic. I have been very favorably impressed with the high quality of many of the students, and I want to let you know how valuable I feel your program is to the community and and to our small pedodontic clinic located in Central Los Angeles.

Most of our patients understand only Spanish, and many of the rest speak and understand only, Chinese, Korean, and Vietnamese, or some other foreign language.

At present, two of our four dental assistants are past graduates of the U.C.L.A. Extension Bilingual Dental Assistant Training Program. They are highly motivatdd, and are extremely valuable to us, both as dental assistants and as interpreters.

Dental treatment, at best, is a negative experience for a child. However, when a dentist, through an interpreter, can explain to the child what is going to happen and what cooperation is needed, then the patient is less frightened, and the dentist can give the needed treatment with much less difficulty.

The service our clinic provides for this community is a team effort, and our bilingual dental assistants are very necessary members of that team.

Sincerely yours,

Sonja N. Eden, D.D.S.

Sonja N. Eden, D.D.S.
Dental Director

DAVID M. BLENDE, D.D.S.
Larchmont Medical Building
321 N. Larchmont Blvd., Suite 516
Los Angeles, California 90004
(213) 383-0823

November 24, 1980

Dr. Fredric Weissman
UCLA Extension
10995 Le Conte Avenue
Los Angeles, Ca 90024

Dear Dr. Weissman:

Our office has participated in the UCLA Extension Bilingual Dental Assistant Program sine 1976. We have been very pleased with the interns that have trained with us and have been able to use and employ them fully.

I have employed two of the '78 graduates Barbara Chavez and Sandra Carreon. Both of these ladies are exceptional Dental Assistants who have made a definite contribution to my office. They have created a very comfortable atmosphere for all the patients especially the hispanics, that we can have this affinity with our Spanish speaking patients by conversing with them in their mother tongue, it gives us a sense of broadening our communication skills instead of narrowing them.

I find this program to be superior to other short term vocational schools that have not developed their pre-admission screening. Many of the vocational schools without these selections processes have not tested applicants sufficiently to find candidates capable of making the transition from a non-professional to a professional life.

I am very pleased with the program, I will continue to support it and participate at the intern level. Thank you for the opportunity to state this position in regards to the Dental Assistant Program.

I wish you success in the future.

Very truly yours,

David M Blende DDS

DMB/av

David M. Blende, D.D.S.

LETTERS OF COMMENDATION

CITY OF LOS ANGELES
CALIFORNIA

TOM BRADLEY
MAYOR

BOARD OF HUMAN RELATIONS
COMMISSIONERS

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ADMINISTRATION OFFICE
ROOM 111, CITY HALL
LOS ANGELES, CA 90012
485-4495

DORIS N. COLLY
SECRETARY

November 24, 1980

Dr. Fredric Weissman
Coordinator, Continuing
Education in Dentistry
UCLA Extension
10995 Le Conte Avenue
Los Angeles, CA 90024

Dear Dr. Weissman:

The Human Relations Commission of the City of Los Angeles has been made aware of your Bilingual Dental Assistant Program, and we are especially aware of the need for such a program at this time. The Commission is constantly made aware of the tremendous growth of the Hispanic population in the city, and the need for services.

Again, we are pleased to endorse your Bilingual Dental Assistant Program and we hope that you will continue to educate and train Bilingual Dental Assistants to fulfill this tremendous need.

Thank you for keeping the Commission up to date on the program and its accomplishments.

Sincerely,

HUMAN RELATIONS COMMISSION
OF THE CITY OF LOS ANGELES

Doris N. Colly

Doris N. Colly, Secretary
to the Commission

AN EQUAL EMPLOYMENT OPPORTUNITY — AFFIRMATIVE ACTION EMPLOYER

UNIVERSITY OF CALIFORNIA, LOS ANGELES

BERKELEY • DAVIS • IRVINE • LOS ANGELES • RIVERSIDE • SAN DIEGO • SAN FRANCISCO   SANTA BARBARA • SANTA CRUZ

VENICE DENTAL CLINIC
316 LINCOLN BLVD.
VENICE, CALIFORNIA 90291

December 1, 1980

Dr. Fred Weissman
Dental Director
University Extension
U.C.L.A.

Dear Doctor Weissman,

I would like to congratulate you and your staff for the fine and successful Bilingual Dental Assistants Program and to express our full support. Ever since the beginning of the Program, the Venice Dental Clinic has been chosen to provide practical experience to your students. We feel proud to be a part. Your students have been well trained in all aspects of dentistry, thus enabling them to adapt themselves readily to the routine procedures in our clinic with minimum assistance from our staff.

Graduates of the Program are much sought for by the dental profession. As an example, one of your graduates is now in our staff. She was here as a student trainee. We liked her work so much that we offered her a job before she graduated. That is how valuable your graduates are.

I hope that the Program will continue to operate. It is such an excellent professional training program that benefitting not only the bilingual community but the dental profession as well. It is a fine program that warrants wide supports and we would wish to express ours.

Sincerly,

K.K. Wong D.M.D., F.I.C.D.
Clinic Director

LETTERS OF COMMENDATION

LETTERS OF COMMENDATION

UNIVERSITY OF CALIFORNIA, LOS ANGELES

BERKELEY • DAVIS • IRVINE • LOS ANGELES • RIVERSIDE • SAN DIEGO • SAN FRANCISCO   SANTA BARBARA • SANTA CRUZ

UNIVERSITY EXTENSION   LOS ANGELES, CALIFORNIA 90024

December 1, 1980

DEC 1 1980

Dr. Fred Weissman
UCLA Extension
10995 Le Conte Avenue
Los Angeles, CA 90024

Dear Dr. Weissman:

The Educational Opportunity Center of UCLA Extension is pleased once again to show support for your program. Because of EOC's responsibility to serve the Los Angeles low-income community, the Bilingual Vocational Training of Dental Assistants offers a unique placement opportunity of training for the upward mobility of EOC clients.

The Dental Assistants program takes individuals without prior training, individuals who could easily become welfare recipients, and gives them skills, self confidence and a purpose in life. In addition, the program has impressive employment statistics. For these reasons, EOC has, since 1974, recruited for your program.

The EOC staff looks forward to working with you in assisting bilingual, low-income clients to find a meaningful place in society.

Sincerely,

Glenna Scheer

Glenna Scheer, Ed.D.
Project Director
Educational Opportunity Center
University Extension, UCLA

GS:kc

Dec. 1,1980

Dear Sirs:

You might be very surprised when receiving this letter, but it is the only way I can express my greatest gratitude toward all of you who had helped us so much.

I am a Vietnamese refugee. I and my sister came to the United States last June. We were so happy that finally we escaped the iron curtain of the communism and arrived to a free country.But later on, when I started looking for a job, I encountered a lot of hardship. I didn't have any skill, so special training, with a limitted understanding of English, I could not find a job. When I was in the most desperate situation, very luckily, I met a former graduate of the U.C.L.A. Ext. Bilingual dental Assisting Program. She told me about the program and asked me to apply for it. To tell the true, I didn't know what dental assisting was. But I need to have a skill and I need the allowance that school gave us for living. So I applied and got accepted. I began the 9 months' training.

Those 9 months probably were the happiest days since I came to the United States. I made some very good friends, learned more and more about dental assisting everyday, and were under the instruction of the most caring teachers. Finally, we graduated on June 25,1980. The graduation ceremony was held in that Friday evening. I went interview by two doctors that morning and one in that afternoon. One foctor took me right away and asked me to work the next Monday,(that was the one now I am working for), the next one called me back in the same afternoon and the last one called me back on the next Monday.

Not only I am saying this to proove that was easy for us to find jobs. But to tell you how grateful I am that I finally got something belong to me that I can offer, that I know I belong to a profession of health.

I am now working as a secretarial assistant, it's a very challenging work. To deal with patients, to reassure them by using all the knowlege I have learned about dentistry, I find my dignity again and I enjoy what I am doing now.

All this are given by you, dear sirs, without your help, probabl I could only find myself working in a store saling things or working in a restaurant cleaning tables, I would never be happy and find myself useful.

Dear sirs, I appriciate all that very much, but my greatest hope is that your help can also benefit those who are now struggling for a living liked I did before, and don't have any skill to offer. Maybe, someday, they could find their life and happiness again, and I am sure they will, through you.

My sincere thanks and best wishes

Sincerely yours,

Huong SueyenTruong

Houng Sueyen Troung R.D.A.,
C.D.A.

CURRENT HISTORY AND NEEDS

The new immigrant is not very different from the old--tending to be drawn to major cities and to form clusters or settlements of ethnic/racial groups within the cities. Since many of these people have limited English speaking ability, the one common bond is language--the English language. The central city of Los Angeles is heavily populated with many such individuals. As an example, the Korean population alone in Los Angeles is over 125,000, with up to 20 new families arriving daily. The sudden and continuing influx of Vietnamese refugees is conservatively estimated as having produced 50,000+ new Los Angeles residents within a period of just five to ten years. Furthermore, it should be noted that Los Angeles has the largest city population of Mexican residents (Mexican-American) outside of Mexico City; and with the recent Cuban refugees, the Hispanic community was increased by at least 10,000. The Los Angeles Unified School District reports that its Spanish-speaking students comprise greater than 38% of its total enrollment, larger than any other race or ethnic group. This figure is expected to exceed 50% by the late 1980's.

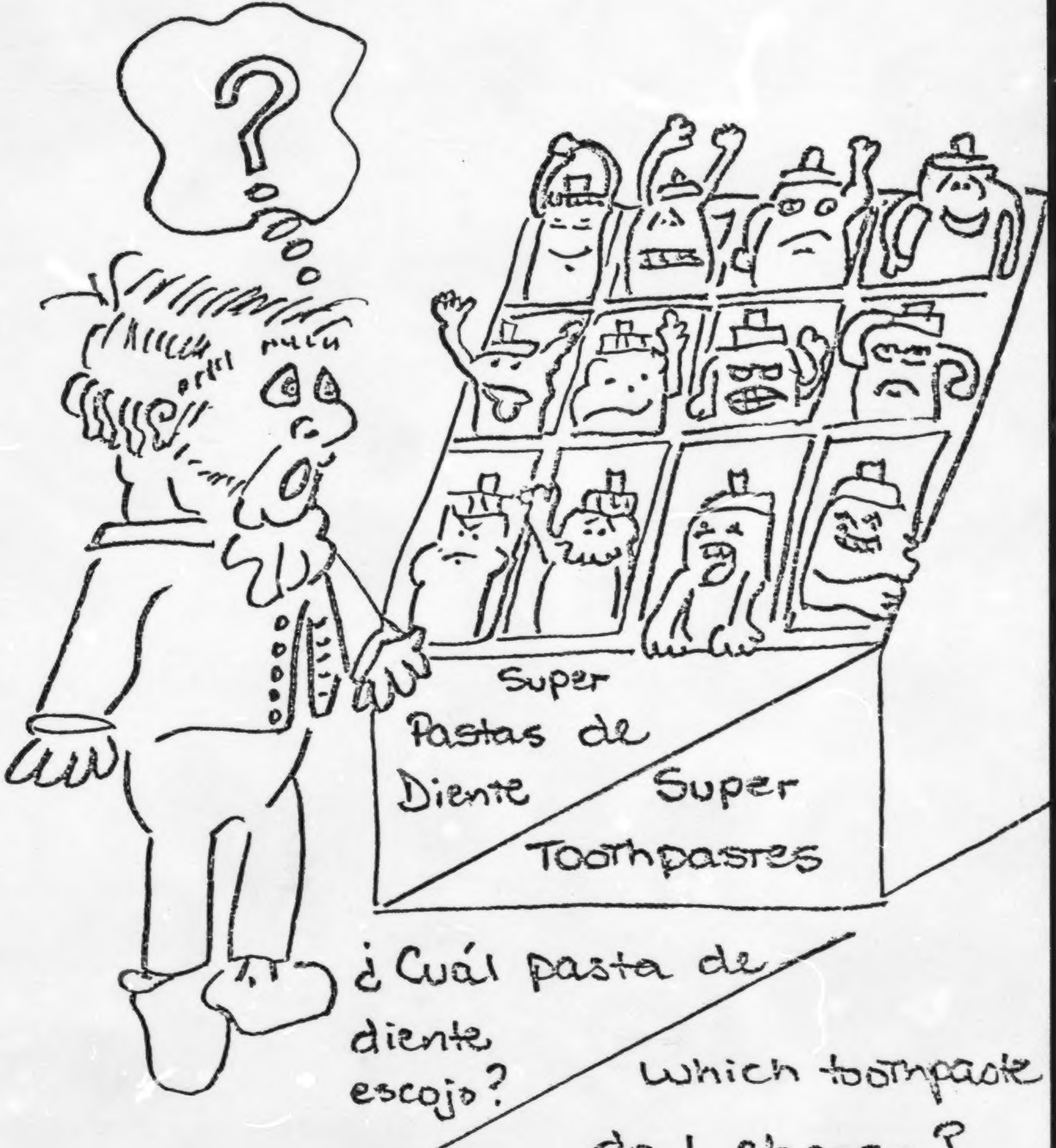
Because they are language-disadvantaged, persons with limited-English speaking ability frequently remain in the poorer socio-economic groups, unable to obtain employment, or when they can, they work at jobs that may be well beneath their capabilities because they lack vocational and/or language skills. For while the new immigrant is not very different, the new technology is. Almost any type of work today is, to a greater or lesser degree, cognitive. Only an estimated 26% of occupational groups fall below those which range from the "highly skilled" upward. Of these 26%, only 5% are are classified as unskilled, while the remainder require some skills or are service jobs. To acquire skills means education and training. Unfortunately, many limited English speaking individuals are prevented from participating in existing training programs due to their language disability. Further barriers to education are presented by restricted finances and the scarcity (or non-existence) of high quality bilingual vocational training programs. The result is a high incidence of unemployed and/or welfare-dependent residents in the Los Angeles inner city. The low economy of the area, with all its attendant social problems, merely reinforces the situation.

One problem in lower socio-economic areas, particularly when predominantly bilingual, is inadequate health care. Far fewer health care professionals and paraprofesionals are attracted to such locales. In California where there is a large population of limited English speaking minority residents (in Los Angeles, San Francisco and in the numerous farming districts), the problem is particularly pronounced since there are very few bilingual dentists and dental auxiliaries.

There is clearly a need for more health care professionals and paraprofessionals in the inner city. Federal concern was evidenced in 1976 with the passage of the health manpower bill known as the Health Professions Educational Assistance Act (PL 94-484). In part, the legislation provides for increase in the numbers of dentists and physicians in rural and inner city underserved areas. What statistics fail to reveal about the inner city is the wide divergence in the ration of dentists-to-people compared with the number of limited English speaking people who actually seek dental care. A vast majority visit a dental office only for emergency treatment. It is not surprising that severe dental problems result from this grossly inadequate level of care.

One highly influential factor is the shortage of dentists and dental assistants who speak any foreign language. In Los Angeles County, for example, many Spanish-speaking residents travel to Mexico for dental care. This fact has been pointed out on numerous occasions in interviews with prospective Program trainees. Many of those interviewed mentioned that their interest in the Program had been generated by first hand knowledge of the lack of bilingual assistants in dentistry. There is a fear on the part of patients that they will be unable to communicate their problems or understand what is being done, or understand the necessary instructions for follow-up care and medication treatment. Such reluctance seems to permeate all language groups. Moreover, studies show that apprehension and reaction to pain may be considerably reduced by proper patient education and involvement. But this cannot be achieved without adequate means of verbal communication.

In addition, dentistry as a health profession seeks not only to maintain but to improve the oral health of the public. This is generally accomplished by means of patient/public education on proper oral hygiene. The lack of adequate communication inhibits this educational process. But a trained bilingual dental assistant can go far to alleviate the problem through direct communication and with the aid of visual media developed by the trainee while still in the training courses of the Program. (See excerpt from a student "Plaque Control Notebook" below.)


?
Super
Pastas de
Diente
Super
Toothpastes
¿ Cuál pasta de
diente
escojo?
Which toothpaste
do I choose?

Some measures have been taken by UCLA Extension to reduce the shortage of bilingual dentists by means of its Foreign Dental Refresher Program, offered to enhance the knowledge and skills of foreign trained dentists. Such dentists are uniquely qualified to serve to limited English speaking areas of Los Angeles. However, without supportive paradental personnel, all professionals spend much time on routine tasks which a qualified assistatn could perform.

IMPROVED HEALTH CARE DELIVERY

The primary dental care provider remains, of course, the dentist, but there has been extensive research (much of it federally supported) which conclusively establishes that the productive capacity can be considerably extended by use of trained dental auxiliaries. (See, e.g., authorities cited earlier at fn. 1). What has emerged is a much broader concept of the role of the paraprofessional and a heightened professional awareness of the need to provide high quality training to maximize the dentaladsistant's contribution and effectiveness in the delivery of dental health care services. While it is clear that there are progressively increasing demands for the services of one to five added assistants in each office, it is not clear that the supply will meet the demand. In particular, the availability of trained bilingual dental assistants will not be able to keep pace with the remainder of the job market. This problem is heightened by the lack of vocational dental assistant training programs which specialize in accommodating the needs of language disadvantaged trainees. Considerable impact is made by the UCLA Extension Bilingual Dental Assistant Program.

The dental profession is becoming more and more aware of the need for greater utilization of auxiliaries in order to achieve more and better service than would otherwise be possible. Studies conducted at the UCLA School of Public Health (Paul Torrens, M.P.H., M.D.) in 1975 clearly documented the need for increased dental health care delivery services in all areas of the United States. Particular emphasis is on the outlying and central city areas where services are especially strained or are of limited availability. John C. Greene, D.M.D., of the Office of Assistant Secretary of Health, in a paper presented to the American Dental Assistant Association, indicated that the addition of auxiliaries to the dental health team in underserviced areas would provide "stretch" that was needed.

Health care services have become increasingly complex and varied. The age of the truly "solo" practitioner is clearly on the wane. The potential for more and better health care services can only be realized through the training of paraprofessionals to handle delegated tasks and procesures which in turn frees the professional to provide services that require high-level knowledge and expertise. In limited English speaking areas where large numbers of people must be served (or not served!) in proportion to the number of available health care professionals, the practicality and need for dental auxiliaries is especially great. Specifically, the bilingual vocational training program affords participants with the opportunity to develop skills appropriate to meet this need, with possibilities for advancement in the paraprofessional career ladder.

California law now requires that increased responsibilities and functions be delegated to the dental auxiliary. Legislation places great emphasis on the use of the Certified Dental Assistant/Registered Dental Assistant in expanded functions to provide a more efficient health care delivery system. A dental assistant may become Certified and Registered by passing national and state, respectively, qualification examinations. The Bilingual Dental Assistant Program trains its students to a proficiency so that they are eligible to take these examinations.

In addition to providing higher quality, more extensive dental health care and to upgrading the skills and abilities of the economically disadvantaged person, there is a need for all vocational training programs to give high priority to conerns for the improvement of individual satisfaction and potential for occupational advancement. The considerable skills acquired through dental assistant training open the way for continuing personal development and job fulfillment. As new kinds of dental health procedures are developed, different scopes of functions will offer learning options leading to the potential for expansion and further career ladder opportunities for the dental auxiliary.

Dental assistant training is also provided by local community colleges and proprietary schools. These programs are of varying length and cost to the participants. But it should be noted that none of these provide training for the language disadvantaged; few can offer Registration or Certification; none is associated with a dental school. The Bilingual

Dental Assistant Program is the longest (1182 hours), least expensive program servicing the limited English speaking community of Los Angeles; it offers Registration and Certification and is associated with the UCLA School of Dentistry. Thus, while many language disadvantaged persons have the ability to perform the duties of a dental assistant, they are unable to obtain the required training due to communication and economic obstacles. The Bilingual Dental Assistant Program has removed these barriers.

INSTITUTIONAL CRITERIA

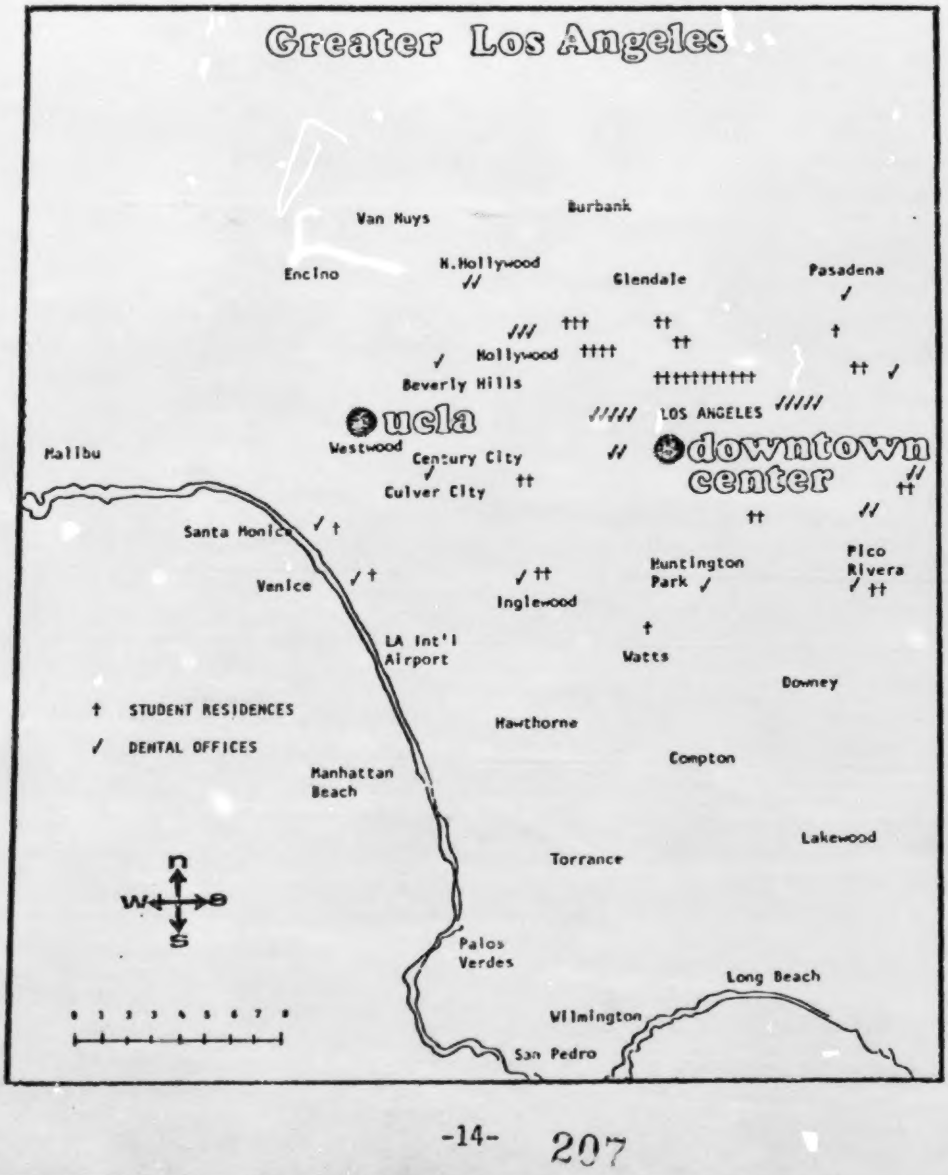
The Division of Continuing Education in Dentistry at UCLA Extension, in cooperation with the UCLA School of Dentistry, has developed a 1182-hour Bilingual Vocational Dental Assistant Training Program for out-of-school persons of limited English speaking ability. The Program is fully supported by academic and administrative staff at UCLA. The Program is an integral part of the Division of Continuing Education in Dentistry and is provided with all support services of UCLA Extension (at least 26 support services have been identified, with numerous others not yet distinguished). The Program has been recently made the subject of a six-month lobby display, demonstrating the optimum in public service. In addition, a film was also recently made of the Program, to be shown on television at half-time during the upcoming UCLA basketball games. Each of these projects was produced at institutional expense, with no cost to the Program.

The following Statement of Mission reveals the commitment to public service of UCLA Extension:

> University Extension is the continuing education unit of UCLA which brings to the adult community the opportunity to benefit from the talent, research and resources of the University of California. Its mission is to nurture and enhance the quality of human life through life-long education and public service. Extension progresses in fulfillment of its mission by: (1) assisting individuals through educational and related opportunities to achieve personal and career fulfillment; (2)...; (3) serving the public through the application of University and community resources to social issues and problems; (4) improving educational processes, nontraditional as well as traditional, as they related to continuing education.

UCLA Extension is one of the largest continuing education institutions in the country. It is a particularly appropriate base for vocational training. Continuing education programs covering virtually every aspect of contemporary living are offered to more than 135,000 enrolles annually. During its 64-year history, Extension has identified with innovative approaches which extend education throughout the community. Campus research facilities and expertise provide invaluable resources for Program implementation. Moreover, the UCLA Dental Clinic cooperates in providing training to all Program participants. The Clinic and School of Dentistry comprise one of the best training facilities on the West Coast and is superior in every way. It provides the most recent and modern of tools and techniques.

Depending on the Module of instruction, students spend from 0 to 3 days a week in clinical in-service training. The remainder of each week is spent in classroom and laboratory instruction at the UCLA Extension Downtown Center, located in the heart of Los Angeles, at 1100 South Grand Avenue (see map below). There is a high concentration of limited English


Greater Los Angeles
Van Nuys
Burbank
Encino
N. Hollywood
Glendale
Pasadena
Hollywood
Beverly Hills
ucla
Westwood
LOS ANGELES
downtown center
Malibu
Century City
Culver City
Santa Monica
Venice
Inglewood
Huntington Park
Pico Rivera
LA Int'l Airport
Watts
Downey
† STUDENT RESIDENCES
✓ DENTAL OFFICES
Hawthorne
Compton
Manhattan Beach
Lakewood
Torrance
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Palos Verdes
Long Beach
Wilmington
San Pedro
0 1 2 3 4 5 6 7 8

speaking persons in central city Los Angeles. It is also a predominantly low-income area with a high rate of unemployment and inadequate, overburdened dental health care delivery systems. Many bilingual dentists work in this part of Los Angeles and have a great need for bilingual dental assistants. Because of its central location it is easily accessible by public transportation to those persons of the target community.

Support for the Program comes from all sides. It has been commended by prominent civic leaders, academicians, community service agencies, practicing dentists, and students. (See LETTERS OF COMMENDATION, pages 4-7 above). Only with their continued support, cooperation and interest can we be assured of successful implementation of the Program's goals and objectives.

GOALS AND OBJECTIVES

It is the intent of the Bilingual Dental Assistant Program to:

(1) Provide 1206 hours of vocational training to approximately forty out-of-school persons of limited English speaking ability with a wide variety of primary languages and cultural backgrounds, providing them with paraprofessional skills in dental assisting; training includes:

- knowledge and development cognitive skills in dental assisting.
- practical, experiential training in dental assisting.
- skills proficiency preparatory for Certification and Registration Examinations; instruction in expanded functions.
- instruction in English as a Second Language to ensure personal competency in comprehension and interpretation of materials.

(2) Provide persons of limited English speaking ability with high quality vocational training for immediate gainful employment with opportunities for career ladder advancement.

(3) Expand health care services and delivery systems to benefit greater numbers of persons of limited/non-English speaking ability through the use of trained bilingual paraprofessionals.

(4) Provide complementary and cooperative training for bilingual dental assistants in work with dentists.

(5) To increase the impact and scope of the training program by:

- continued development and refinement of replicable curriculum model
- providing Registered and Certified Dental Assistants who could eventually serve as instructors for the training of bilingual and other non-traditional and traditional students.

PLAN OF OPERATION

Recruitment

The Bilingual Dental Assistant Program will provide vocational training for approximately 40 students of limited English speaking ability who live in the underserved target area. Representatives of American Indian, Armenian, Burmese, Chinese, Filipino, German, Israeli, Japanese, Korean, Mexican (and numerous other Hispanic), Portuguese, Russian, Thai, and Vietnamese origin make up the target population.

Participants are recruited in various ways. Through previously established contacts and innovative outreach, letters are sent to agencies and service offices, notices posted and followup maintained with Human Resources Decelopment Offices; announcements are made at various community meetings and churches. Civic leaders are contacted; the dental community is notified; metropolitan, local and foreign language newspaper publicity is used. The active interest and support of the professional community results in many referrals. The personal value of the Program is evidenced by the large number of persons applying via information and encouragement from graduates and current participants. The UCLA Extension Public Relations Department offers expertise and resources for widespread, effective coverage of the target and professional communities; through coordination with the Department media coverage is arranged (e.g., local Spanish speaking stations). Coordination and recruitment assistance are also provided by the Downtown Skills Center, the Venice Skills Center and the Educational Opportunity Centers. Information is available to graduating high school seniors at their counselling offices and to those attending Career Day sessions in the various schools in the target community. The staff is also represented at community health fairs, dental and dental assistant association conventions, and such programs as the University Extension Celebration of Learning. (See SURVEY CHART A, page 2, for referral sources of current Program participants.)

Criteria

The criteria established for recruitment are:

- Good health (patient contact)
- Residence in target area
- Out of school and/or unemployed/underemployed
- Limited English speaking ability
- High schoool diploma or GED (general education diploma)

Enrollment

Enrollment procedures are initiated by the prospective student by filing an application. A personal interview is scheduled with the Program Coordinator (and ESL instructor where appropriate) for initial screening of each applicant. Follow-up interviews are arranged with the Program Coordinator and faculty in order to orient applicants to the Program, assess their attitude, desire to work with people, ability to communicate, dedication and motivation to remain in the Program until completion. It is at this time that information about the Program, training requirements, necessary studies, and employment opportunities are presented to the applicant in order to provide the foundation upon which to make the decision to pursue dental assistant training. With concern for Program and cost effectiveness, as well as low attrition, efforts are made to match individual abilities and personal needs to the training being offered. Information supplied at the interview in an important indicium of success in the Program.

Prior to actual patient contact in clinical practice, all students must pass a physical examination. This will assure good health, more self-confidence, and remove a potential physiological barrier to course completion.

Curriculum

The Program lasts from September through June, for 39 weeks, 1182 hours of instruction, consisting of lecture, laboratory and clinical practice. Hours are divided into three modules. Modules 1 and 2 contain 12 weeks each, while Module 3 contains 15 weeks. Each week contains approximately 30 hours of planned student involvement. (See PROJECTED CURRICULUM, page 18.)

The curriculum covers the following areas: Orientation to Dentistry, Biodental Sciences, Pre-Operative Procedures, Operative Procedures, Expanded Functions, Dental Materials, Laboratory Procedures, Practice Management,

BILINGUAL VOCATIONAL TRAINING OF DENTAL ASSISTANTS

1981-1982

PROJECTED CURRICULUM

MODULE 1 September 7 - November 27, 1981	Lecture Hrs	Lab Hrs	
Biodental Science	5		
Operative Procedures 1	4	4	
Dental Materials	3	2	
Pre-Clinic		7	
Orientation	1		
Language Skills/ESL	5		
	18	13	= 31/week
MODULE 2 November 30, 1981 - March 5, 1982			
First Half			
Radiology	2	6	
Operative Procedures 2	4	4	
Dental Materials	3	3	
Clinic		8	
	9	21	= 30/week
ESL extra 5			
Second Half			
Radiology	1	6	
Operative Procedures 2	4	4	
Dental Materials	1	4	
Clinic		8	
Practice Management	2		
	8	22	= 30/week
ESL extra 5			
MODULE 3 March 8 - June 25, 1982			
Clinic		16	
Communication/Human Relations	4		
Practice Management	2	2	
Operative Procedures III	2	4	
	8	22	= 30/week
ESL extra 5			

NOTE: Pre-Program ESL, vocational English is August 17 - September 4, 1981.

QUARTERLY PROJECTIONS

The following Table suggests the major Project tasks and a projected schedule for their completion during the Project year.

TASK	DATE/DEADLINE
Quarter I July 16 - October 15, 1981	
1. Distribution of Program Publicity	May 1, 1981
2. Recruitment and Enrollment of 40 (minimum) students	August 17, 1981
3. Contracts with Instructors and Cooperating Institutions Completed	August 15, 1981
4. Pre-Program ESL Instruction begins	August 17, 1981
5. Formation of Advisory Committee	August 24, 1981
6. Pre-Program ESL Instruction ends	September 4, 1981
7. Module I Instruction begins	September 7, 1981
Quarter II October 16 - January 15, 1982	
1. Newspaper publicity of Progress of Program	November 2, 1981
2. Advisory Committee Meeting	November 9, 1981
3. Completion of Module I	November 27, 1981
4. Module II Instruction begins	November 30, 1981
5. Evaluation of Students for Module I Completed	December 4, 1981
Quarter III January 16 - April 15, 1982	
1. Completion of Module II Training	March 5, 1982
2. Interim Report	March 15, 1982
3. Module III Instruction begins	March 8, 1982
4. Advisory Committee Meeting	March 15, 1982
5. Evaluation of Students for Module II Completed	March 12, 1982
Quarter IV April 16 - July 15, 1982	
1. Placement Conference	May 14 1982
2. Advisory Committee Meeting	June 7, 1982
3. Completion of Module III Training	June 25, 1982
4. Individual Student Conferences Completed	June 18, 1982
5. Evaluation of Students for Module III Completed	June 25, 1982
6. Final Report	November 14, 1982

English as a Second Language, Language Arts (Vocational English), Communication & Human Relations, Pre-Clinic, and Clinical Practice. Instruction is conducted in English for several reasons: (1) Due to the presence of so many different language groups, English is the one common language for all. (2) English will be the primary language in most of the offices and clinics in which the students will be training. (3) The Certification and Registration Examinations are given in English only. However, where English language stumbling blocks occur, the ESL Instructor clarifies words, phrases and materials and thereby facilitates understanding.

Lecture and laboratory are conducted at the UCLA Extension Downtown Center. Clinical practice is conducted in individual private practices in the target community and at the UCLA Dental Clinic. At the Clinic trainees work with junior and senior dental students. They receive training in General Dentistry, Oral Diagnosis, Orthodontics, Pedodontics, and Oral Surgery. Depending on their level of proficiency, students either observe or assist. Trainees also have the opportunity to learn and practice special patient care for the handicapped in the UCLA Dental Clinic.

There is a scarcity of bilingual technical materials available in the dental assisting field. However, with the increased experience of Program faculty, they continue to develop audiovisual aids to supplement our existing library. Moreover, the faculty can often anticipate the language problems of trainees and circumvent them before they create a learning impasse. The Program library also contains videotape cassettes and guides developed by Project ACORDE. These are very valuable as they are used in the classroom and also individually in "learning lab" situations. We also have a small collection of Spanish language materials published in Argentina and Mexico. We remain constantly alert in our search for more bilingual and foreign-language technical materials as reference resources for our library.

Throughout the Program, emphasis is placed on performance in an actual clinical setting. All performance objectives and evaluation criteria are designed to give the dental assistant trainee a high degree of proficiency in knowledge and skills required of a chairside assistant. In order to assure maximum contact between trainees and dentists and their patients, supervised Clinical Practice is on a rotating basis. The schedule provides that 20 students be assigned to private dental practices and 20 to the UCLA Dental

Clinic. After 12-15 weeks, students in the Clinic rotate to private offices and students in private offices rotate to the Clinic. The curriculum requires that specific tasks be completed and that performance criteria be satisfied before the trainees are allowed to assist on the Clinic floor.

In addition to the dental courses, the curriculum includes Language Arts (Vocational English) and Communication & Human Relations. These courses are recommended in the Guidelines for Accreditation established by the Commission on Dental Accreditation of the American Dental Association. Thus, the Program includes all necessary elements for eligibility for the Certification Examination, including the ability to communicate and the capability of performing expanded functions.

Such training provides immediately marketable skills. This is emphasized by the trainees who secure or are assured of jobs prior to graduation, a rather common occurrence. Further, the long-range opportunities and options to advance up the dental assisting career ladder through continuing education--while gainfully employed--are expanded.

ENGLISH AS A SECOND LANGUAGE[2]

In addition to the required dental courses, a class in English as a Second Language (ESL) is provided. Empirical knowledge of the language difficulty impact of Program effectiveness. For example, there may be impeded student progress during the instructional phase, communication frustrations during the clinical phase, with resultant lowered student morale and motivation. Thus, there is a clear need for a strong ESL component in the Program.

The Pre-Program ESL course, presented as introductory training in vocational English, has proven to be a successful method of increasing personal competence of the trainees. The improved listening/reading comprehension and verbal facility accelerates progress and increases motivation. Summative evaluation for initial ESL course presentation showed a total class gain of almost +1.0 comprehension level.

It takes a high proficiency of English to successfully complete the Program, and since all students are more or less severely limited in their ability to communicate in English, the ESL component of the Program continues to be refined, improved and enlarged. These endeavors thus open the Program to more people while meeting individualized needs through individualized instruction. This in turn produces comprehension and communication capabilities which assure retention and completion.

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[2] The ESL Proposal, presented by the UCLA Extension American Language Center, appears on pages 22-25.

During the year, the intial concentration is on speaking/listening ability in order to enhance student comprehension of oral instruction and to facilitate verbal and written subject matter of a technical nature. Student progress in practical application of instructional theory has benefited. Participants are better able to pose appropriate questions to clarify any material they do not understand.

The ESL Instructor, in addition to regular classroom instruction, provides tutoring which runs throughout the entire training period. The current ESL Instructor is in her third year with the Program. She has already taken advantage of the opportunity to audit actual instruction in lecture and laboratory sessions and has thus increased her familiarity with Program-specific requirements and, more importantly, dental assisting terminology. The ESL Instructor periodically monitors classes, especially where new approaches and content are being presented, in order to interpret, if necessary, words and phrases that the limited English speaker may not understand. The ESL Instructor also meets frequently with the dental assisting instructors, in both formal and informal sessions, for the purpose of exchanging ideas and suggestions relative to the learning problems of the trainees. In this important exchange, both dental assisting and ESL instructors have the perfect opportunity to benefit from each others' guidance and expertise, which results in improved learning situations for the trainees.

Thus, the function of the ESL Instructor, as tutor, teacher, counselor, interpreter, etc., provides the very necessary continuity to the overall ESL component of the Program. The outcome is greater student competency and capabilities, higher retention rates, and increased percentages of students who successfully complete the Registration and Certification Examinations in the first testing.

THE BILINGUAL VOCATIONAL TRAINING OF DENTAL ASSISTANTS ENGLISH LANGUAGE PROGRAM

The American Language Center, Department of the Arts, University Extension, specializes in the teaching of English as a second language. The Center is designed to house a variety of programs meeting a variety of needs. The American Language Center staff is experienced in working with students who are "handicapped" in their abilities to use English and to comprehend American culture. By definition, students entering the Program are "bilingual." That is, they possess at least two languages with English being a second one. It is anticipated that their English will vary from fluent to rudimentary and that the majority will require special help in improving their use of English to enable them to participate fully in the vocational training program. The American Language Center provides such training in a program especially designed to meet the needs of the students and the requirements of the vocational training program.

The use of any language whether it is the mother tongue or a second language is "global." That is, it is impossible to predict with accuracy what grammatical structures and which vocabulary items will be generated by speakers at any given moment. The answer to the question of what the language learner should learn to be a proficient user of a language is "Everything." However, for the purpose of instruction certain forms must be selected as being more useful than others and presented in a sequence based on priority.

ACADEMIC PROGRAM:

The Grammar of English

With students like those in the Bilingual Vocational Training of Dental Assistants Program, who have had considerable exposure to English, the problem of instruction is helping them "make sense" of the linguistic experience they have. The goal is to supply them with the ability to judge what is correct and know the mechanism for producing correct spoken and written forms of the language. The first step is a formal analysis of the correct forms of the language--the grammar of contemporary spoken and written American English: Thus: This section provides the student with an analysis of correct spoken and written English. The student will be asked to produce in speaking "sentences," in the broadest definition of the word, and, in writing, paragraphs, of correct English. This is done -- not by analysis of the correct forms but actually producing them through drills and activities stimulated and directed by the teaching staff.

Pronunciation, Listening Comprehension, Spelling

Correctness means not only the proper selection of forms and their order (syntax) but, in speech and in writing, their proper encoding (pronunciation and spelling) and decoding (sound discrimination and knowledge of sound to symbol correspondences). These techniques are normally distinguished and taught and, perhaps, learned separately though it is more economical to discuss them as related topics. Thus: This section provides the student with opportunities to practice the segmental sounds of English, intonation and rhythm of English sounds, their traditional spellings, and proper diction for the vocation being learned, including use of the telephone.

Conversation, Reading and Writing

For self-confidence an individual must feel secure that he will know what others are talking about and to a lesser extent, writing about. That is, he will know "what the words mean." Building a vocabulary does not consist of memorizing word lists, but hearing them used in appropriate contexts and responding to them in such contexts, that is, a situational reinforcement. Thus: This section provides the student with opportunities to build vocabulary through, first, reading materials suitable to his educational level and the needs of the vocation he is preparing for, followed by spoken and written reactions to the material presented in the readings.

ADMINISTRATION:

Pre-program: Evaluation, Diagnosis, and Orientation

Schedule: 25 hrs/week x 3 weeks = 75 hours

The students will be given an exhaustive in-coming Diagnostic Placement examination. This examination measures student proficiency in major areas of skills acquisition, notably aural comprehension, grammar cognition, vocabulary range, reading speed and comprehension, and written production. The individual student's strengths and weaknesses will be diagnosed and he will be placed in a group with similar deficiencies and instructed accordingly. Following testing, the students will begin an intensive period of instruction. The objective of this intensive period will be to acquaint the students with the vocabulary, the spelling, and the pronunciation of words which will be used by dental instructors during the course of a lecture. Special emphasis will be placed on listening comprehension and note taking in order to ensure success in dental courses. Only grammatical constructions necessary to the understanding of the lectures will be introduced. This "immersion" into dental language should help the students understand vocational courses, and develop confidence, enabling them to participate fully in the program.

Module I: English Instruction

Schedule: 5 hours/week x 12 weeks = 60 hours

After the students have begun their vocational training, the language course must continue (trying always to stay one step ahead in vocabulary and usage of the dental instructors). Instruction should again emphasize aural comprehension. In an effort to prepare the student for communicating with dentists and patients, a portion of the week's lesson will be devoted to pronunciation drills, dialogues, role playing, and conversation.

Module II: English Instruction

Schedule: 5 hours/week x 12 = 60 hours

This section will continue the work begun in Section I.

Module III: English Instruction

Schedule: 5 hours/week x 12 = 60 hours

During this module the students will have fewer lecture courses and more clinical practice. They will not require as much help with their dental courses. English instruction in this module, therefore, will concentrate on the writing of grammatically correct paragraphs, informal notes and business letters.

STAFFING:

English as a Second Language Pre-program Co-taught.

Instructors will participate in the interviewing of applicants, administering the English Placement examination, and observing dental assisting classes in order to determine the materials needed to meet the specific needs of the students.

English as a Second Language, Modules I, II and III.

The three Modules totaling 180 hours of instruction will be taught by one of the instructors from the Pre-program. The instructor will have an advanced degree in linguistics, TESL or the teaching of another language, preferably Spanish, as a foreign language.

In addition to teaching, the instructor will organize and participate in tutorial and counseling sessions, and evaluate the effectiveness of the program.

GOAL ACHIEVEMENT

In proposing renewal of the Bilingual Dental Assistant Program, we are seeking to extend opportunity and access to education to a sector of the populace which is not presently served by traditional programs. The continued development and presentation of the bilingual vocational training program will produce numerous positive results:

(1) Approximately 40 bilingual residents (of various language groups) will have the training for gainful employment as dental assistants.

(2) There will be a resultant reduction on unemployment and public assistance rolls. (See, e.g., STATISTICAL SUMMARY, page 27.)

(3) A previously neglected area of bilingual vocational training will be continued.

(4) Participants will enter a professional heretofore unavailable to them.

(5) Participants will become paraprofessionals with progressive, long-range career opportunities.

(6) The increasing demand for bilingual dental assistants will be partially met; groundwork will be laid for further dealing with the need.

(7) Trained bilingual dental assistants will be made available as bilingual instructors in vocational training programs such as that at UCLA Extension and elsewhere; the need here is acute.

(8) High quality and increased productivity in dental health care delivery systems will be extended in the limited English speaking inner city; an immediate benefit to thousands of now underserved people, reinforcing the need for trained paraprofessionals.

(9) A unique educational resource will be provided and continued in the target community.

(10) Peer example motivation will induce others to seek education/training as a key to quality of life.

(11) The newly refurbished UCLA Extension Downtown Dental Clinic will be able to offer its services to limited English speaking patients.

(12) The training of bilingual dental assistants will respond directly to the national concern for better health care delivery systems.

STATISTICAL SUMMARY

	75-76	76-77	77-78	78-79	79-80
INITIAL ENROLLMENT	50	50	56	49	49
MIDPOINT GPA (4.0 Scale)	2.55	2.74	2.64	2.61	2.78
FINAL GPA	2.48	2.79	2.60	2.60	2.74
ESL COMPREHENSION GAIN	+.8	+1.0	+1.0		+.95
NUMBER OF GRADUATES	32	34	43	30	33
CURRENTLY EMPLOYED	88%	82%	87%	76%	67%
	>91%	>88%	>93%	>88%	>85%
CONTINUING EDUCATION	3%	6%	6%	12%	18%
OTHER*	9%	12%	7%	12%	15%
PUBLIC ASSIST./UNEMPLOYED	0%	0%	0%	0%	0%

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*What statistical data fails to reveal is individual participant information compiled through survey. Since the Program participants are primarily women of various national origins, in several cases marriage, pregnancy, and child rearing have interrupted or terminated employment. In a few cases, cultural backgrounds and mores dictate termination of employment for females at time of marriage; in others, at time of child birth for for extended periods during infancy or early childhood of their children. Within the statistics, three (and one from 79-80) participants have not worked due to chronic illness or particular therapy; another had to leave employment to care for a severely ill family member. Three former participants left the country to return to their native homes outside the U.S., one to attend the University of Vera Cruz (in dentistry). Two have become dental hygienists and one a vocational nurse. Two are in college, one studying biochemistry and the other is in predental. Four are caring for infants. Four are job seeking.

During the fiscal years 1975 through 1980, one hundred seventy-three participants received the training to become eligible as Registered Dental Assistants and Certified Dental Assistants. Of that number, the percentage employed and continuing education is 89%. None of the former participants is receiving public assistance or unemployment insurance benefits.

(13) Interest in expanding bilingual vocational training opportunities will be met by providing a model which can be replicated throughout the United States.

Community involvement and commitment to the Program is enhanced through recruitment procedures, outreach/contacts with public service agencies, community projects and schools, and community dentists. On-going contact between dentists and trainees, community members and trainees, organizations/associations and trainees, is maintained in clinical settings, private practices, and meetings during the training program. Community residents using the services of the Downtown Dental Clinic, the Dental School Clinic, and the Los Angeles Free Clinic periodically receive the services of Program trainees. In practical training placement work with community dentists, trainees have constant contact with community members and provide service to the community.

Gainful employment for trainees is a priority of the Program. With the cooperation of the Los Angeles Dental Society and the Program Advisory Committee, employment opportunities are investigated. Thus there is greater opportunity of coordinating available jobs to facilitate placement of graduates. Dentists who are participating in the Program have not only actively assisted in placement endeavors but have also hired graduates to work in their own practices. The potential for this practice is perpetuated by the fact that the Program adds new in-service training offices every year. Two graduates of the Program secured employment at the UCLA Dental Clinic--the students applied for jobs in specialty departments within the School and were hired in open competition for the available positions which traditionally require a minimum of 18 months working experience as chairside assistants. Moreover, two other graduates have been employed by the Program itself, in fulfillment of stated Program goals.

ADVISORY COMMITTEE MEMBERS

1980-81

Stephen Blain, D.D.S.
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Los Angeles, Ca. 90024

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Los Angeles, Ca. 90010

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UNEX 540

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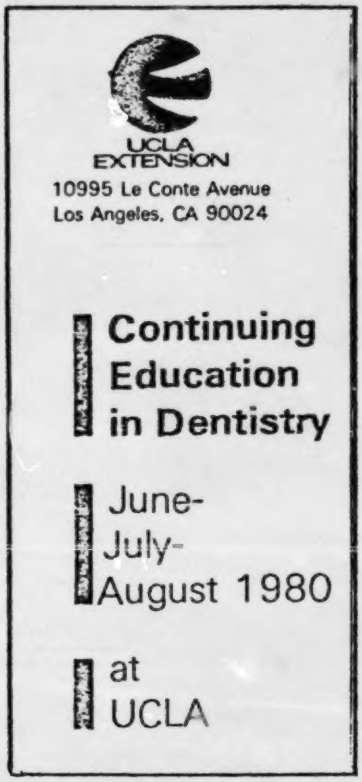
Raphael Yeung, D.D.S.
1212 E. Main Street Suite 3
Alhambra, Ca. 91801

FACULTY AND STAFF

Fred Weissman, D.M.D.	Project Director
Brenda Reed, C.D.A., R.D.A	Program Coordinator
George Bradford	Administrative Assistant
Dora Castaneda, C.D.A., R.D.A.	Instructor
Karen Pierce, C.D.A., R.D.A.	Instructor
Rosa Murguia, R.D.A.	Teaching Assistant
Paul Chitlick, B.A.	Language Arts Instructor
Eugenia Dye, Ph.D.	Communications Instructor
Annette Zarian, M.A.	ESL Instructor

In addition to the large number of inquiries promoted by word of mouth, many doctors investigate hiring our trainees after having read about them in the Continuing Education in Dentistry brochure, summer edition. Many students are placed as a result. The brochure is sent to every licensed dentist in the western states--a distribution of over 23,000. The results of the facilitation, cooperative efforts and efficacy of the Program are all demonstrated by the remarkable success of Program graduates in securing and maintaining employment.

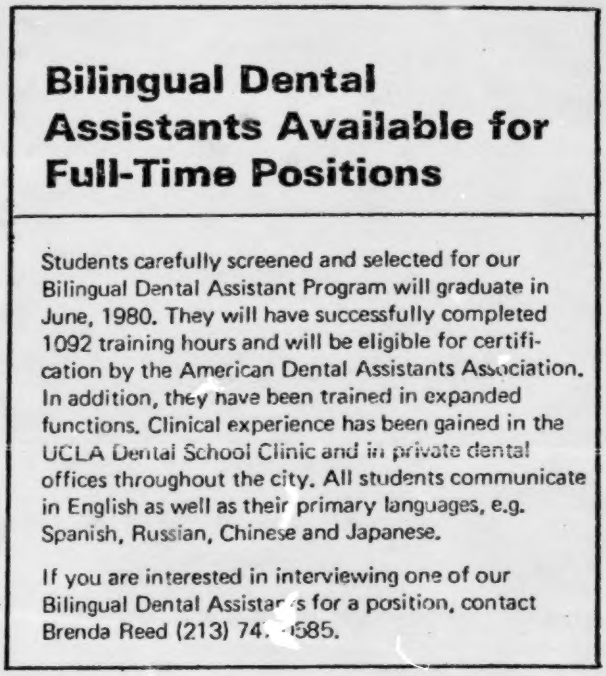


UCLA EXTENSION
10995 Le Conte Avenue
Los Angeles, CA 90024

Continuing Education in Dentistry

June-July-August 1980

at UCLA



Bilingual Dental Assistants Available for Full-Time Positions

Students carefully screened and selected for our Bilingual Dental Assistant Program will graduate in June, 1980. They will have successfully completed 1092 training hours and will be eligible for certification by the American Dental Assistants Association. In addition, they have been trained in expanded functions. Clinical experience has been gained in the UCLA Dental School Clinic and in private dental offices throughout the city. All students communicate in English as well as their primary languages, e.g. Spanish, Russian, Chinese and Japanese.

If you are interested in interviewing one of our Bilingual Dental Assistants for a position, contact Brenda Reed (213) 74[illegible]585.

EVALUATION

Academic

All tests administered during the training program are based on the Instrument of Evaluation which forms part of the Accreditation Application to the American Dental Association. California mandated tests are administered periodically; for example, the Radiology Safety Examination which all students must (and do) pass prior to working with x-rays. Program faculty evaluates the results of the tests, with emphasis on student comprehension and achievement.

Based on in-process evaluation, the curriculum is revised if indicated.

The dental assisting faculty accompany the trainees to the UCLA Dental Clinic where trainees work under the supervision of dentists and junior/senior dental students. Clinical progress reports are submitted by these supervising professionals during the site visits to the Clinic. Trainees continue to receive high preformance ratings in the clinical setting. Instructors make on-site visits to private practices to observe the assigned trainees. The trainees are also evaluated at the site by the supervising dentists. For the most part, evaluations have been exceptional, as reflected by many offers of employment from the supervising dentists.

CLINIC

UCLA EXTENSION

BILINGUAL DENTAL ASSISTANT PROGRAM

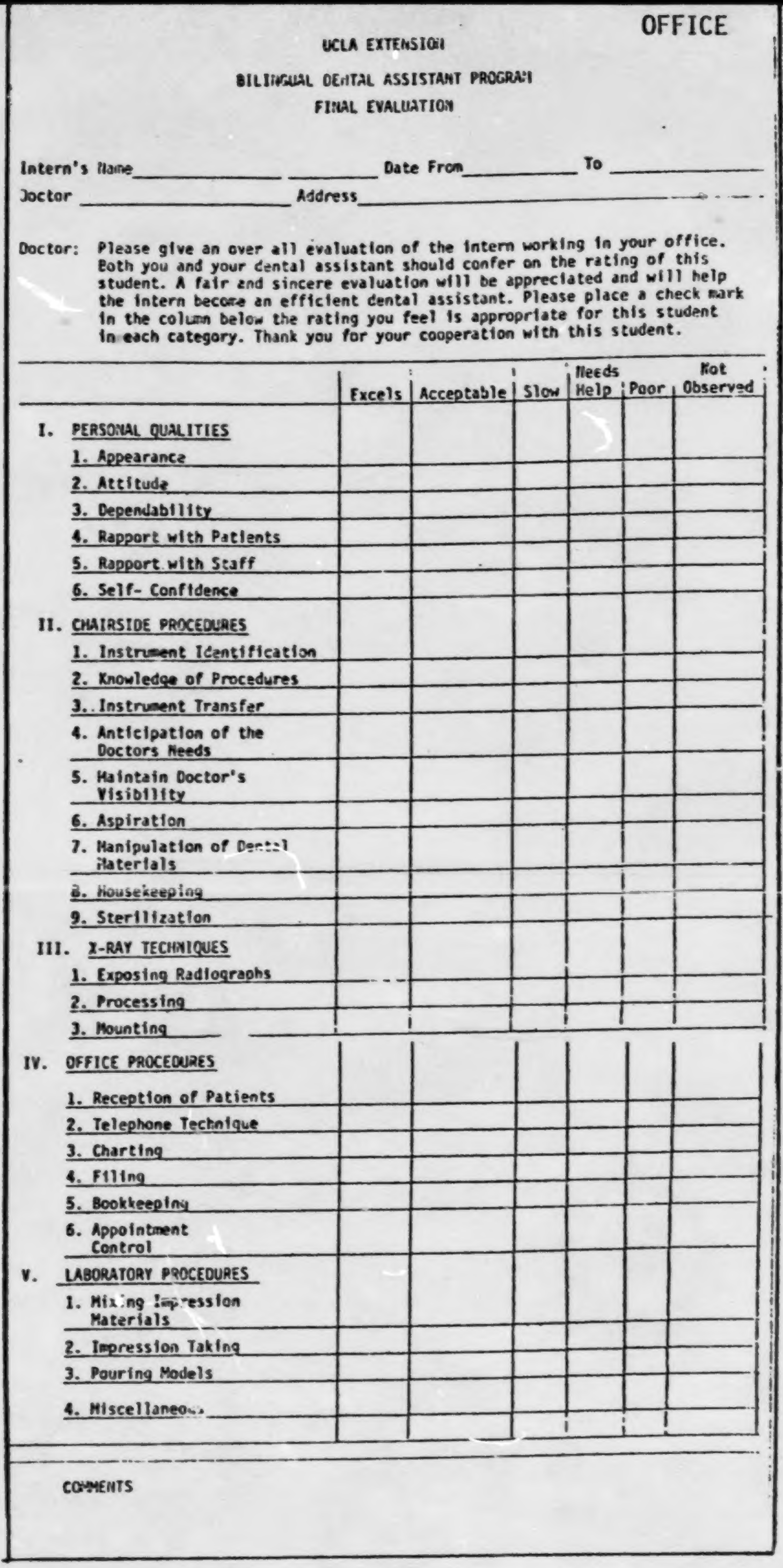
Intern's Name________________________ Date________________

Doctor's Signature____

Doctor: Please grade intern by checking the appropriate boxes. A fair and sincere evaluation will be appreciated and will help the intern become an efficient dental assistant.

	Excels	Acceptable	Slow	Needs Help	Poor	Not Observed
PERSONAL QUALITIES						
1. Appearance						
2. Attitude						
3. Ability to Follow Directions						
4. Dependability						
CHAIRSIDE TECHNIQUES						
1. Aspirating						
2. Use of 3-way Syringe						
3. Maintain Doctor's Visibility						
4. Instrument Transfer						
5. Anticipation of Doctor's Needs						
6. Knowledge of Procedure						
7. Instrument Identification						
MIXING OF MATERIALS						
1. Amalgam						
2. Cements						
3. Impression Materials						
4. Other:						
COMMUNICATION						
1. Patient Rapport						
2. Staff Rapport						
3. Telephone Technique						

COMMENTS: In what area do you feel this trainee needs the most help and further instructions and is more suited and the most capable?



OFFICE

UCLA EXTENSION

BILINGUAL DENTAL ASSISTANT PROGRAM

FINAL EVALUATION

Intern's Name_____________ _________ Date From__________ To ____________

Doctor ____________________ Address ______________________________

Doctor: Please give an over all evaluation of the intern working in your office. Both you and your dental assistant should confer on the rating of this student. A fair and sincere evaluation will be appreciated and will help the intern become an efficient dental assistant. Please place a check mark in the column below the rating you feel is appropriate for this student in each category. Thank you for your cooperation with this student.

	Excels	Acceptable	Slow	Needs Help	Poor	Not Observed
I. PERSONAL QUALITIES						
1. Appearance						
2. Attitude						
3. Dependability						
4. Rapport with Patients						
5. Rapport with Staff						
6. Self- Confidence						
II. CHAIRSIDE PROCEDURES						
1. Instrument Identification						
2. Knowledge of Procedures						
3. Instrument Transfer						
4. Anticipation of the Doctors Needs						
5. Maintain Doctor's Visibility						
6. Aspiration						
7. Manipulation of Dental Materials						
8. Housekeeping						
9. Sterilization						
III. X-RAY TECHNIQUES						
1. Exposing Radiographs						
2. Processing						
3. Mounting						
IV. OFFICE PROCEDURES						
1. Reception of Patients						
2. Telephone Technique						
3. Charting						
4. Filing						
5. Bookkeeping						
6. Appointment Control						
V. LABORATORY PROCEDURES						
1. Mixing Impression Materials						
2. Impression Taking						
3. Pouring Models						
4. Miscellaneous						

COMMENTS

As in all traditional educational programs, students' progress is monitored regularly. Students receive evaluations (letter grades, usually with comments) six times during the year: once in the middle of each module, and once at the end, more or less equivalent to mid-term and final grades.

Individual student conferences are held regularly by Program staff to determine continuing or newly emergent need for tutoring or other special assistance. During these conferences progress is noted for use in evaluating the qualitative substance of the curriculum as well as the student's ability to communicate and comprehend; also noted are results achieved to date. Evaluation of the proposed continuation of the Bilingual Dental Assistant Program is conducted in the same manner.

Program Progress and Evaluation

To assure that expected results of the Program are being achieved, additional information is compiled. Data is collected by personal interview and by questionnaire to measure effectiveness of the Program. Both Program graduates and community professionals are surveyed. This provides us with a means of assessing job continuity and quality of performance. The procedure also makes way for an open channel of communication between the Program staff and the trainees, should the latter wish to continue their education in the field. Furthermore, feedback from Advisory Committee members (as a result, both directly and indirectly, of Committee meetings) provides faculty and staff with valuable and opportune information which is taken into account at subsequent faculty and administrative meetings affecting the conduct of the Program. Guidance and advice are pursued and implemented wherever feasible. The fact that the Advisory Committee has as members both dental assistants and dentists allows for a broad spectrum of in-put. Moreover, since one of these dental assistants was a former Program trainee, heightened sensitivity to Program needs and demands is a result. Similarly, since the Program's bilingual vocational assistant is a graduate of the Program, her thoughts and suggestions are particularly insightful.

Summative Data

Phone surveys are conducted twice a year to determine employment and continuing education information on the graduates. Response indicates a high level of employment and fulfillment of required and voluntary continuing education. Program goals include reducing unemployment/welfare; of significance is that none of our former participants is receiving public assistance or on unemployment. In a survey taken last September 1980, figures reveal that the following percentages of graduates are employed or continuing education: FY75-76, 91%; FY76-77, 88%; FY77-78, 93%; FY78-79, 88%; and FY79-80, 85%. The last figure is deceptive since some graduates of our last Program were on vacation and could not be reached for the information; one had moved out of state; one was physically incapacitated. (See STATISTICAL SUMMARY, page 27.)

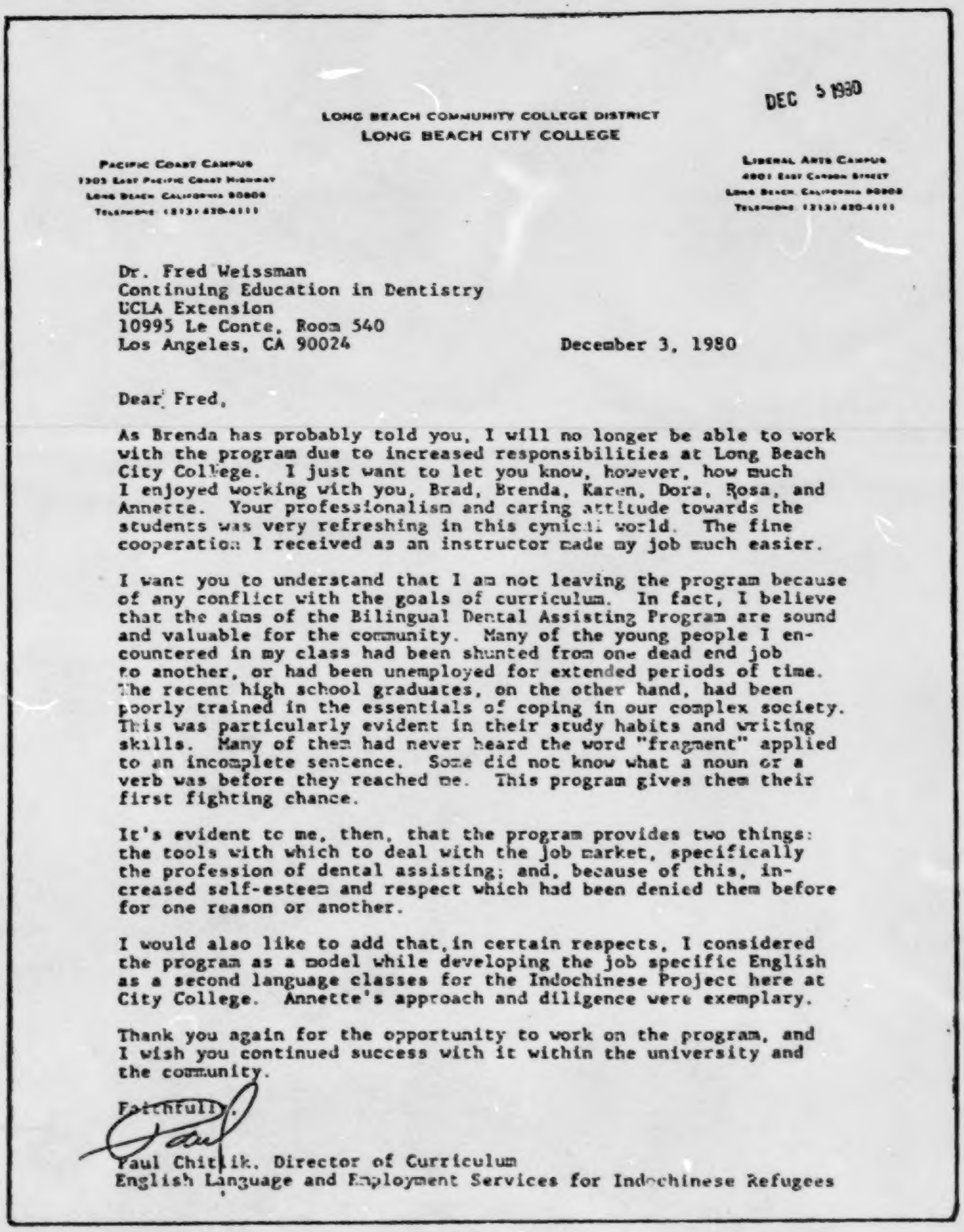
The success of the vocational program with non-traditional limited English speaking students is dependent upon realistic, effectual training. Community college dental assisting training program experience a substantial attrition rate normally (ranging from 30% to 50%), and they are not geared for the language disadvantaged student. But when such a person does enter the community college, there is inevitably a much higher attrition spiral. In most cases, they are referred to English and skills development classes.

In the Bilingual Dental Assistant Program, we have retained, in the first through fifth years of the Program, 64%, 68%, 86%, 61%, and 67%, respectively, for an average of 69%. It is thus reassuring to note that our rate is still well within the norm, despite the markedly much greater potential for loss due to the added problems, frustrations, and pressures accompanying the "language barrier." (See STATISTICAL SUMMARY, page 27.) However, we are not by any means satisfied with these latter statistics. Therefore, we intend to change our approach and tactic with respect to some aspects of recruitment. We plan to at least double the number of prospective applicants, reinforce the interview procedure, and provide trainees with minimum wage stipends. This, we believe, will allow us the opportunity to select more promising students, impress upon them the depth of commitment necessary, and provide each with fundamental life support (which, due to our uncontrollable inflationary economy, our initial training allowance only questionably provided). We strongly believe that these endeavors will notably improve our Program.

KEY PERSONNEL

All current full-time faculty and staff are expected to continue employment. Each has been with the Program from three to six years. The experience and expertise each has to offer makes each one invaluable. Aside from the great vantage each has from actual Program involvement, there is continued development through attendance at conferences, training sessions, legislative hearings, site visits, in-service ESL classes, and continuing education.

Although the Language Arts and Communication Instructors are not full-time "key" personnel, their individual contributions to the Program have been unique, special, and deeply appreciated by everyone in the Program. Copies of recent correspondence from them is reproduced below. The content of each is both revealing and penetrating.



DEC 5 1980

LONG BEACH COMMUNITY COLLEGE DISTRICT
LONG BEACH CITY COLLEGE

Pacific Coast Campus
1305 East Pacific Coast Highway
Long Beach California 90806
Telephone (213) 420-4111

Liberal Arts Campus
4901 East Carson Street
Long Beach California 90808
Telephone (213) 420-4111

Dr. Fred Weissman
Continuing Education in Dentistry
UCLA Extension
10995 Le Conte, Room 540
Los Angeles, CA 90024

December 3, 1980

Dear Fred,

As Brenda has probably told you, I will no longer be able to work with the program due to increased responsibilities at Long Beach City College. I just want to let you know, however, how much I enjoyed working with you, Brad, Brenda, Karen, Dora, Rosa, and Annette. Your professionalism and caring attitude towards the students was very refreshing in this cynical world. The fine cooperation I received as an instructor made my job much easier.

I want you to understand that I am not leaving the program because of any conflict with the goals of curriculum. In fact, I believe that the aims of the Bilingual Dental Assisting Program are sound and valuable for the community. Many of the young people I encountered in my class had been shunted from one dead end job to another, or had been unemployed for extended periods of time. The recent high school graduates, on the other hand, had been poorly trained in the essentials of coping in our complex society. This was particularly evident in their study habits and writing skills. Many of them had never heard the word "fragment" applied to an incomplete sentence. Some did not know what a noun or a verb was before they reached me. This program gives them their first fighting chance.

It's evident to me, then, that the program provides two things: the tools with which to deal with the job market, specifically the profession of dental assisting; and, because of this, increased self-esteem and respect which had been denied them before for one reason or another.

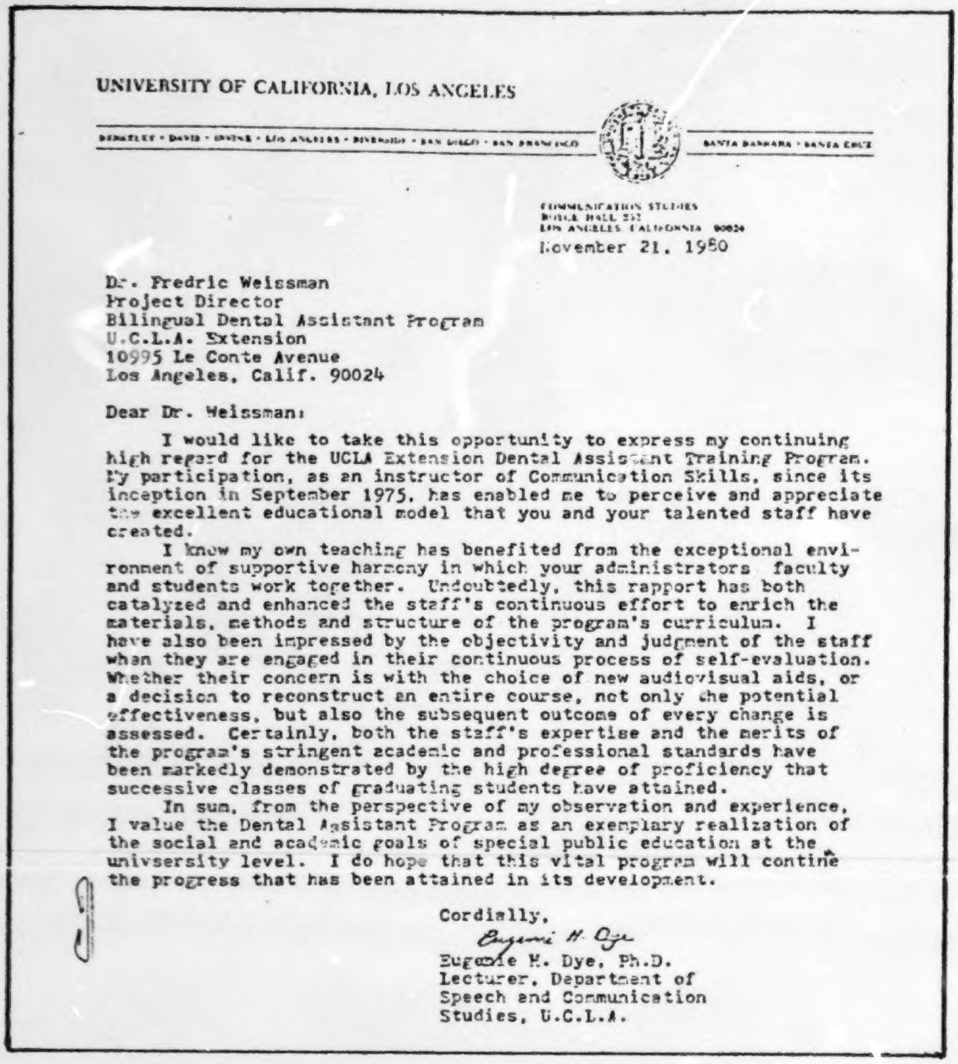
I would also like to add that, in certain respects, I considered the program as a model while developing the job specific English as a second language classes for the Indochinese Project here at City College. Annette's approach and diligence were exemplary.

Thank you again for the opportunity to work on the program, and I wish you continued success with it within the university and the community.

Faithfully,

Paul

Paul Chitlik, Director of Curriculum
English Language and Employment Services for Indochinese Refugees



UNIVERSITY OF CALIFORNIA, LOS ANGELES

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COMMUNICATION STUDIES
ROYCE HALL 232
LOS ANGELES, CALIFORNIA 90024

November 21, 1980

Dr. Fredric Weissman
Project Director
Bilingual Dental Assistant Program
U.C.L.A. Extension
10995 Le Conte Avenue
Los Angeles, Calif. 90024

Dear Dr. Weissman:

I would like to take this opportunity to express my continuing high regard for the UCLA Extension Dental Assistant Training Program. My participation, as an instructor of Communication Skills, since its inception in September 1975, has enabled me to perceive and appreciate the excellent educational model that you and your talented staff have created.

I know my own teaching has benefited from the exceptional environment of supportive harmony in which your administrators faculty and students work together. Undoubtedly, this rapport has both catalyzed and enhanced the staff's continuous effort to enrich the materials, methods and structure of the program's curriculum. I have also been impressed by the objectivity and judgment of the staff when they are engaged in their continuous process of self-evaluation. Whether their concern is with the choice of new audiovisual aids, or a decision to reconstruct an entire course, not only the potential effectiveness, but also the subsequent outcome of every change is assessed. Certainly, both the staff's expertise and the merits of the program's stringent academic and professional standards have been markedly demonstrated by the high degree of proficiency that successive classes of graduating students have attained.

In sum, from the perspective of my observation and experience, I value the Dental Assistant Program as an exemplary realization of the social and academic goals of special public education at the univsersity level. I do hope that this vital program will continue the progress that has been attained in its development.

Cordially,

Eugenie H. Dye

Eugenie H. Dye, Ph.D.
Lecturer, Department of
Speech and Communication
Studies, U.C.L.A.

Key personnel resumes appear below. In addition to the experience, education and activities listed in each, it should be noted that the Project Director and Program Coordinator regularly attend the meeting and conventions such as:

- California Dental Association Annual Session
- American Dental Assistants Association Annual Session
- American Association of Dental Schools Annual Session
- Southern California Dental Association meetings
- California Association of Registered Dental Assistants
- Legislative meetings of the State Board of Dental Examiners